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Course Profile

Literacy in Daily Life, ELD Level 3

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Course Overview
Literacy in Daily Life, ELD Level 3, ELDCO

Curriculum Document: *The Ontario Curriculum, Grade 9 to 12, English as a Second Language and English Literacy Development, 1999*

Course Description

This course helps students to expand their reading and writing skills and their ability to use language to analyse the changing world around them. Students learn effective study skills and personal management and career-planning strategies. Students improve their language proficiency through a variety of practical reading and writing tasks, short guided research projects, classroom discussions, and oral presentations.

Course Notes

ELDCO is designed to provide an accelerated program of literacy development for students who have significant gaps in their previous education. This course is for students of all language backgrounds who have recently arrived from countries where access to education may have been very limited and who have not had opportunities to develop age-appropriate literacy skills in their first language. The ELDCO candidate is generally a student who is comfortably ahead of the emergent reading stage but is just beginning to read independently short novels and multiple paragraphs from non-fiction material. This student is still in need of teacher-led, guided reading and writing support to comprehend various types of print and to present ideas in written form.

Some students taking ELDCO may have already taken ELDBO, but in other cases it may be the students' first ELD course in the Ontario school system. Students who have been in previous ELD courses will have already had exposure to a range of teaching strategies such as cooperative learning, self-and peer-assessment and performance based assessment. Those who have more recently entered Ontario schools may not yet have had the opportunity for exposure to these teaching and assessment strategies. Teachers need to be aware of the range of student background experiences in their classes and accommodate accordingly. A diagnostic activity given to students early in the course is necessary for teachers to get an overview of their students' literacy needs and previous learning experiences. See Activity 1 for a sample diagnostic activity.

The suggested list of teacher resources also contains assessment materials that would be helpful in formulating an alternative diagnostic activity.

Since the level of difficulty in activities varies, teachers may need to adapt or modify the teaching/learning strategies, resources, and the assessment/evaluation techniques to match the level of their students.

Teachers should be aware of the sensitivity of teenagers who are trying to close gaps in their educational background. It is important to provide a learning environment that fosters confidence and self-esteem while challenging students to achieve academic excellence. The role of the ELD teacher is both to facilitate academic success and to continue to support students in their adjustment to their new setting. Since students enter the school system throughout the year, orientation to school and community is ongoing. It is important, then, that new students be made aware of school rules, routines and expectations.

The units in ELDCO are linked by the overall theme of Canadiana so that students continue to develop literacy skills while learning about Canadian fiction, Canadian government, and the Canadian workplace. Another thematic link between the units is learning to learn – developing and using effective study skills and personal life-management strategies. These two themes are woven into each unit through various activities. Two of the units end with a summative test.

Units 1 and 3 introduce students to three of the major genres in literature: poems, short stories, and the novel. The introduction of the short story in Unit 1 is the foundation for the novel study in Unit 3. The stories suggested are linked thematically to the novel, touching on themes of the inner journey to understanding, the power of memories, and finding one's identity in a multicultural setting. Secondly, through studying the short story, students become familiar with the concepts of plot, setting, characterization, and theme, concepts essential to the analysis of a novel. This introduction to literature is meant to strengthen reading comprehension and provide a transition to future studies in English. The emphasis on writing in both Units 1 and 3 also keeps the course grounded in the foundations of literacy development. Students are taught to write a single, well-developed paragraph in Unit 1 and progress to writing linked paragraphs in Units 3 and 4. A variety of creative-writing activities help students to express themselves and see themselves as writers. The use of multicultural literature allows students to experience the rich diversity in Canadian fictional voices and reflect on their own experiences in Canada.

Unit 2 focuses on the levels of government and the electoral process. This focus helps students to gain valuable cross-curricular knowledge and develop social and cultural competence. Developing an understanding of the main elements of the Canadian political system helps students in their compulsory Grade 10 Civics course. The creation of a Government and Me scrapbook, as well as the ongoing updates to the current events bulletin board display, give students ample opportunities to participate in discussions about local, national, and global issues. This unit also serves as an introduction to Unit 4, since students gain some understanding of Canadian civics and history. In Unit 4, the study of the workplace past and present helps students to analyse the changing world around them and begin an exploration of their personal career paths. Both Units 2 and 4 build in activities through which students develop skills in doing short guided research projects, participating in classroom discussions, and making oral presentations.

In addition to the varied teaching, learning, and assessment strategies presented in this Course Profile, teachers will want to establish at the beginning of the course a number of ongoing classroom routines and activities which are integral parts of a balanced literacy development program. These routines include the following: journal writing; silent reading; reading aloud of a variety of materials by the teacher; keeping vocabulary logs; managing a portfolio; using an agenda book to keep track of homework assignments, and learning relevant Canadian cultural information at appropriate times throughout the year.

Teaching methodologies differ for speakers of a second language and for students who speak non-standard English. Since ELDCO is designed, however, as a transition literacy course with the focus on beginning the study of literature and developing the writing process, both groups of students can normally be taught in the same groupings. Teachers should be alert to instances where teaching learning methodologies may need to differ, for example, in lessons requiring certain background knowledge and a higher oral proficiency.

In ELDCO students are required to read independently and report on a novel of their choice. It is suggested that the teacher, in collaboration with the library staff, begin to compile a classroom collection of these novels so that they are readily available. Novels on the following themes are particularly relevant: childhood memories, a personal journey, survival, and WWII.

In ELDCO, stress should be on students taking more responsibility for their learning. It is important, then, that students be given opportunities to be made aware of and articulate the most effective learning strategies as well as review or learn effective study skills.

Units: Titles and Times

* Unit 1	Writer's Craft: Poems and Canadian Short Stories	30 hours
* Unit 2	Make Your Mark: Government in Canada	30 hours
Unit 3	The Inner Journey: A Canadian Novel Study	25 hours
Unit 4	Past, Present, and Future Jobs in Canada	25 hours

* These units are fully developed in this Course Profile.

Unit Organization

Unit 1: Writer's Craft: Poems and Canadian Short Stories

Time: 30 hours

Unit Description

Students are introduced to the study of poems and short stories. Word webs, vocabulary logs, guided reading, and writing exercises help students deepen their understanding of how writers choose words to create meaning. The focus is on vocabulary building and the writing process. Through response journals, students have opportunities to reflect on their learning progress and discuss personal life-management issues. In culminating tasks, students present portfolios and share final drafts of writing with peers.

Unit 1 Overview Chart: Writer's Craft

Activity	Expectations	Assessment	Focus/Tasks
1. Poems, Please 480 min	CORV.01L, COR1.01L, CREV.01L, CRE2.02L, CRE3.01L, CWRV.01L, CWR1.01L, CWR2.01L, CWR3.01L, CWR1.02L, CSCV.03L, CSCV.02L	Knowledge/Understanding Thinking/Inquiry - Diagnostic reading/writing task Thinking/Inquiry - Response to a poem - Response Journal Thinking/Inquiry Communication - Poetry writing	**Focus:** Poetry Writing and Language Development **Tasks** - Diagnostic worksheet - Portfolio making - Vocabulary log - Poetry writing - Response to poem - Response journal
2. Write and Right 360 min	COR1.01L, CRE2.02L, CRE3.01L, CWRV.01L, CWR2.01L, CWR1.02L, CWR2.02L, CWR3.01L, CWR3.04L, CSC2.02L, CSC2.03L	Thinking/Inquiry Communication - Paragraphs developed with topic sentence, supporting sentences and concluding sentence Knowledge/Understanding Communication - Spelling and Vocabulary quiz Thinking/Inquiry - Response journal	**Focus:** Paragraph Writing/Spelling **Tasks** - Identification of types of sentences in a paragraph - Identification of main ideas in a paragraph - Hamburger paragraph writing - Self-/peer editing - Spelling and Vocabulary quiz

3. Short and Sweet 480 min	COR1.01L, COR2.03L, CREV.01L, CREV.02L, CRE1.03L, CRE1.04L, CWRV.01L, CWRV.03L, CWR1.03L, CWR3.01L, CWR3.02L, CWR1.03L, CWR3.04L, CSC1.05L, CSC1.06L	Knowledge/Understanding Communication - Written retelling Knowledge/Understanding Communication - Role play Knowledge/Understanding Thinking/Inquiry Communication - Short Story quiz	**Focus:** Reading/understanding short story components: plot, setting, characterization, theme **Tasks** - Completion of grammar chart - Discussion of stories - Addition of new words in vocabulary log - Review of simple past tense - Written retelling - Role play of conflict in stories - Review of short stories - Short story quiz
4. Portfolio Preparation 240 min	CORV.01L, CRE2.02L, CWRV.02L, CWR1.02L, CWR3.01L, CWR3.02L, CWR3.04L, CSC2.01L, CSC2.03L	Knowledge/Understanding Thinking/Inquiry Communication Application - Portfolio contents Knowledge/Understanding - Vocabulary log	**Focus:** Organizing Portfolios/Teacher-student conference **Tasks** - Completion of portfolio checklist and reflection sheet - Participation in portfolio teacher-student conference - Revision of story retelling - Journal entry on learning progress - Review of words in vocabulary log
5. Publish and Present 240 min	CORV.01L, COR1.01L, COR1.02L, CREV.01L, CWR2.03L, CSCV.03L	Thinking/Inquiry Communication Application - Presentation of best piece from portfolio	**Focus:** Publication of class anthology and Presentation skills **Tasks** - Creation of class anthology - Participation in author's chair

Unit 2: Make Your Mark: Government in Canada

Time: 30 hours

Unit Description

Students learn about the main elements of the Canadian political system. Through research, role-plays, interviews, and oral presentations, students increase their understanding of the rights and responsibilities of the Canadian electorate. The literacy focus is on expanding reading and writing skills by locating and using information from print and non-print sources. Students create and maintain a political issues response journal and a vocabulary log throughout the unit. In the culminating activity students participate in a mock election and the creation of a Government and Me scrapbook.

Unit 2 Overview Chart: Make Your Mark: Government in Canada

Activity	Expectations	Assessment	Focus/Tasks
1. Who Does What? Levels of Government in Canada 300 min	COR1.01L, CRE2.02L CRE3.02L, CWRV.03L, CWR3.01L, CSCV.01L, CSC1.01L	Knowledge/Understanding - Completion of chart showing structure of government - Quiz on levels and structure of government	**Focus:** Levels and Structure of Government in Canada **Tasks** - Jigsaw - Graphic organizer of key facts about government in Canada - Viewing of a video - Quiz
2. How Does Government Affect My Life? 300 min	CRE3.02L, CRE3.03L, CWR1.02L, CWR1.03L, CWR3.02L, CSC1.01L, CSC1.04L	Communication - Written Paragraph in the past tense Thinking/Inquiry - Response journal on how government affects daily life in Canada	**Focus:** Government in Daily Life **Tasks** - Completion of the 24-hour Log - Use of Blue Pages to find key information - Matching Exercise on levels of government - Response journal - Completion of a past-tense paragraph - Creation of Government and Me scrapbook
3. Who Is Involved? Political Parties in Canada 240 min	CORV.03L, COR1.02L, COR3.03L, CREV.04L, CRE3.03L, CRE4.01L, CWR1.03L, CWR2.04L, CWR3.03L, CSC1.03L, CSC1.04L	Communication - Group oral presentations - Written paragraph explaining the poster Knowledge/Understanding Thinking/Inquiry Application - Poster with facts on a political party	**Focus:** Major Political Parties in Canada **Tasks** - Research political parties - Completion of a graphic organizer on note taking - Group oral presentations - Creation of a poster - Written paragraph explaining poster

4. Who Is Who? Famous Canadian Politicians 180 min	COR1.02L, CRE3.03L, CRE4.01L, CRE4.02L, CWR1.04L, CWR3.02L	Knowledge/Understanding Thinking/Inquiry Communication - Written paragraph on a famous Canadian politician	**Focus:** Famous politicians/Verb tenses **Tasks** - Cloze exercise - Review of sentences for correct verb tense - Completion of research - Completion of word family chart - Written paragraph
5. What's Your Issue? Having Your Voice Heard 300 min	COR2.02L, COR2.03L, CRE3.01L, CRE4.01L, CWR1.03L, CWR3.01L, CWR3.02L, CWR3.03L, CWR3.04L, CSC1.04L	Thinking/Inquiry Application - Letter to an editor Communication - Participation in a radio show simulation	**Focus:** Stating an Opinion **Tasks** - Identification of issue in a letter to an editor - Discussion of current political issues - Letter writing - Script writing - Simulation of radio phone-in show
6. How Do I Vote? Electoral Process in Canada 480 min	COR1.01L, COR1.02L, COR3.01L, COR3.03L, CREV.01L, CRE1.02L, CRE4.02L, CWR1.03L, CWR3.01L, CWR3.02L, CWR3.04L, CSC1.01L, CSC1.02L, CSC1.03L	Thinking/Inquiry - Response to the story *The Day GoGo Went to Vote* Communication - Oral Presentation of a campaign ad, speech, or town hall meeting questions Knowledge/Understanding Thinking/Inquiry - Canada and Me scrapbook - Unit test	**Focus:** Components of an election **Tasks** - Response to story - Discussion of why voting is important - Creation of checklist for a campaign advertisement or speech - Presentation of written campaign speeches or advertisement - Editing of Canada and Me scrapbook for assessment - Mock election

Unit 3: The Inner Journey: A Canadian Novel Study

Time: 25 hours

Unit Description

The core of this unit is the study of a short Canadian novel, such as *Naomi's Road*, by Joy Kogawa. Through guided reading and writing exercises, literature circles, and response journals, students are introduced to the basic literary components of a novel study. The focus is on developing the skills to retell significant details and reflect on what is read. The culminating task is a written test demonstrating comprehension of the key elements of a novel through short-answer and paragraph format questions.

Unit 3 Overview Chart: The Inner Journey

Activity	Expectations	Assessment	Focus/Tasks
1. Memories 180 min	CORV.01L, COR1.01L, CREV.01L, CWRV.01L, CWR1.02L, CWR3.02L, CSC1.05L	Thinking/Inquiry - Journal entries Thinking/Inquiry Communication - Autobiography scrapbook	**Focus:** Reflective Writing on Childhood Memories **Tasks** - Journal writing - Creation of personal timeline - Creation of autobiography scrapbook
2. Novel Beginnings 360 min	COR1.01L, CREV.01L, CREV.02L, CRE1.02L, CRE1.04L, CRE2.02L, CRE3.01L, CWRV.01L, CWRV.02L, CWR1.02L, CWR3.01L, CWR3.02L, CSCV.03L	Knowledge/ Understanding - Chapter summary Thinking/Inquiry - Response to reading assignment Communication - Assignment on past tense verbs	**Focus:** Elements of the novel: characterization, setting, plot, theme/Retelling **Tasks** - Identification of common elements of a novel - Oral retell of plot details - Written chapter summaries - Response to reading and prediction of plot details - Identifying and using past tense verbs - Vocabulary log
3. Who Are You? 300 min	CORV.01L, CREV.01L, CREV.02L, CREV.03L, CRE1.02L, CRE3.01L, CWR1.02L, CWR2.01L, CWR3.01L, CWR3.02L, CWR3.04L, CSCV.02L, CSCV.03L	Thinking/Inquiry Communication Application - Letters to characters - Written and oral presentations on personal symbols in collage	**Focus:** Understanding characterization and use of symbolism/making personal links to a novel **Tasks** - Character sketches - Letters to characters - Personal response journals - Identification of symbols - Collage of personal symbols - Presentation on personal symbols
4. Context Clues 180 min	COR3.01L, CREV.01L, CREV.02L, CREV.03L, CRE1.02L, CRE3.01L, CWRV.01L, CWRV.02L, CWRV.03L, CWR1.02L, CWR3.01L, CWR3.02L, CWR3.04L, CSCV.03L	Knowledge/ Understanding - Completion of chart on historical facts about WWII Thinking/Inquiry Communication - Three-paragraph composition on topics from the novel study	**Focus:** The Historical Context of a novel/Writing Process **Tasks** - Note taking on videos related to history of novel setting of Japanese internment in Canada during WWII - Completion of cloze passage on Canada during WWII related to historical setting - Oral/written comparisons of events in the novel and events seen in WWII movies - Writing compositions with linked paragraphs

5. Test Your Knowledge 180 min	COR1.01L, CREV.01L, CRE1.02L, CRE1.04L, CWRV.03L, CWR1.03L, CWR3.01L, CWR3.02L, CSC2.03L	Application - Graphic organizer for review Knowledge/ Understanding Thinking/Inquiry - Test on the novel studied	**Focus:** Personal Life Management and Study Skills/Test on the novel **Tasks** - Vocabulary log review - Discussion of the novel's message - Completion of a graphic organizer to aid studying - Test on the novel
6. Reflections of a Reader 300 min	COR1.01L, COR2.04L, CRE1.01L, CRE1.02L, CRE1.03L, CRE3.01L, CRE4.02L, CWR1.02L, CWR1.03L, CWR2.01L, CWR3.01L, CWR3.02L, CWR3.04L, CSCV.03L, CSC2.01L	Thinking/Inquiry Knowledge/ Understanding - Completion of logs Knowledge/ Understanding Thinking/Inquiry Communication Application - Independent novel study Communication - Presentation on group's novel	**Focus:** Independent Reading/Literature Circles **Tasks** - Silent reading - Reading response - Reading logs - Discussion in a literature circle - Small group presentation on novel - Independent novel study

Resources

Kogawa, Joy. *Naomi's Road.* Toronto: Stoddart, 1995. ISBN 0-7737-5769-4

This mini novel tells the poignant story of Naomi Nakane, a young Japanese-Canadian girl, and her journey to understanding life's trials during and after the internment of Japanese-Canadians in World War II.

MacLachlan, Patricia. *Journey*. New York: Dell Yearling, 1991. ISBN 0-440-40809-1

Journey is 11 years old the summer his mother leaves him and his sister with their grandparents. Sad and angry, he embarks on an inner and outer journey for clues as to why his mother left and where he belongs. Journey learns to accept the love he is given and the love he has lost.

Creel, Ann Howard. *A Ceiling of Stars*. Middleton: Pleasant Company Publications, 1999. ISBN 1-56247-753-6

After her father's death, Vivien's mother cannot cope and abandons her. Through letters and journal entries, Vivien tells the story of her struggle to survive and her journey in search of her mother.

Woodruff, Elvira. *Dear Austin: Letters From the Underground Railroad.* New York: Alfred Knopf, 1998.

A historical novel set in 1853. This story of the perilous journey of a white and black boy in search of a just society is told through letters.

The abridged classics series published by Apple Books introduces literacy learners to classic stories, including: *Anne of Green Gables, Robin Hood, Pinocchio, Jane Eyre, Tom Sawyer*.

Unit 4: Past, Present, and Future Jobs in Canada

Time: 25 hours

Unit Description

Students learn some basic facts about jobs in Canada from the past to the present as well as explore future job trends. The focus is on developing research and presentation skills. Information from videos, texts, CD-ROMS, Internet sites, and local agencies helps students to deepen their understanding of the values, attitudes, and skills needed in the Canadian workplace. In the culminating activity, students use their knowledge of the Canadian workplace to plan and participate in a job fair.

Unit 4 Overview Chart: Past, Present, and Future Jobs in Canada

Activity	Expectations	Assessment	Focus/Tasks
1. Jobs Way Back Then 300 min	CORV.O3L, COR1.01L, CRE3.02L, CWR1.04L, CWR3.02L, CWR3.03L	Knowledge/Understanding - Completion of chart from video Thinking/Inquiry Communication - Paragraph on "A Day in the Life of …"	**Focus:** Jobs in Canada in the 1800s **Tasks** - Viewing of excerpts from *Canada: A People's History* - Completion of note taking chart - Discussion of the importance of trading, fishing, etc., in Canadian pioneer society - Paragraph in past tense on "A Day in the Life of a Trader/Fisherman"
2. Jobs From Then 'Til Now 360 min	COR1.01L, CREV.01L, CRE3.02L, CRE3.03L, CWR1.02L, CWR1.03L, CSC2.03L	Knowledge/Understanding Thinking/Inquiry - Written summary of a video Thinking/Inquiry Communication - Personal response to Ghost Train story	**Focus:** How Jobs Have Changed From the Past to the Present **Tasks** - Discussion of workplace issues in videos; e.g., *A Balancing Act, The Glass Ceiling* - Written summary of a video - Written response to a story; e.g., *Ghost Train* story - Research information on jobs at the turn of the 20th century and the current job market - Interview of adult about jobs held

3. Jobs for the New Millennium 420 min	CRE2.02L, CRE4.01L, CRE4.02L, CWRV.01L, CWR1.04L, CWR2.02L, CWR3.02L, CSCV.04L, CSC3.01L, CSC3.02L, CSC2.02L	Thinking/Inquiry Communication - Three-paragraph composition Knowledge/Understanding Thinking/Inquiry Communication Application - Research project	**Focus:** Future Job Trends in Canada/Research Skills **Tasks** - Beginning of KWL chart on research topic - Research project on a job for the future - Conference with teacher on progress of research project - Completion of KWL chart - Three-paragraph composition on "Past, Present and Future Jobs in Canada"
4. Job Fair 420 min	COR1.01L, COR1.02L, CREV.04L, CRE3.03L, CRE4.01L, CRE4.02L, CWRV.01L, CWR3.03L, CSCV.04L, CSC2.01L, CSC3.01L, CSC3.02L	Knowledge/Understanding Thinking/Inquiry Communication Application - Group creation of posters and newspaper ads on future jobs - Use of WH6 format in oral presentation - Information pamphlet Thinking/Inquiry - Journal Entry	**Focus:** Planning and Participating in a Job Fair/Presentation Skills **Tasks** - Group creation of posters and newspaper ads advertising future jobs for Job Fair display - Oral presentation of research project on a specific job using the WH6 format - Group creation of job information booth - Creation of an information pamphlet on research topic - Creation of interview questions for guest speakers or members of a panel

Resources

Videos

Canada: A People's History. CBC, 2000.

"A Balancing Act," *Women and Work Series*. National Film Board, 1990. Working men and women look at changes in the workplace of the 90s, such as flex-time, satellite offices, and job sharing.

"The Glass Ceiling," *Women and Work Series*. National Film Board, 1990. Five women from a variety of backgrounds discuss how they use humour and persistence to attain equality in the workplace.

Texts

Greenwood, Barbara. *A Pioneer Story*. Toronto: Kids Can Press, 1994. ISBN 1-5 5074-237
This is a story about the daily life of a Canadian family in 1840.

Misener, J. and S. Butler. *Exploring Your Horizons*. Toronto: McGraw-Hill Ryerson Ltd., 1998. ISBN 0-07-552864-9

Misener, J. and S. Butler. *Exploring Your Horizons-Teacher's Resource*. Toronto: McGraw-Hill Ryerson Ltd., 1998. ISBN 0-07-552865-7

Yee, Paul. *Ghost Train*. Canada: Groundwood Books, 1996. ISBN 0888992572
A Chinese peasant girl learns of her father's death when she arrives in North America. She came to visit her father who had been working building the railroad. Her father's spirit tells her to paint "the fire car" that rides the rails he helped build. Her paintings come alive and enable the spirits of those killed building the railroad to board the train and return with her to their homeland.

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

http://youthjobs.gov.on.ca
http://youth.gc.ca (Youth Resource Network of Canada)
http://youth.hrdc-drhc.gc.ca (Human Resource Development Canada/National Youth Site)
www.interlog.com (Ontario Association of Youth Employment Centres)
www.jobconnectontario.org
www.workinfonet.ca
www.yes.on.ca (Youth Employment Services)

Teaching/Learning Strategies

A variety of strategies are used throughout the course to support ELD learners as they further their literacy skills: brainstorming, categorizing, checklists, comparing, cooperative learning, copying, listening to radio, role playing, inquiry approach, response journals, vocabulary logs, patterned writing, viewing television and videos, authentic materials, guest speakers, oral presentations, homework, teacher-directed questions, visual organizers, cooperative writing, guided reading and writing, small group/pair work, cognitive mapping, experience charts, think/pair/share, peer teaching, Internet searches, reading aloud to students, process writing, literature circles.

Assessment & Evaluation of Student Achievement

The assessment and evaluation techniques used in this course are diagnostic, formative, and summative. They are constructed to link the teaching/learning strategies to the various curriculum expectations in each unit through the four categories of knowledge/understanding, thinking/inquiry, communication, and application, which appear in the Achievement Chart of the ESL/ELD Curriculum Policy Document.

A number of different methods and tools are used for assessment and evaluation in this course, including: performance tasks, rubrics, portfolios, group and individual presentations, role plays, written pieces in a variety of forms, quizzes, written tests, self-and peer-assessments, tracking of reading logs and journals, and diagnostic teacher observations.

Seventy percent of the grade will be based on evaluations conducted throughout the course.

The required 30% final summative assessment could be composed of:
a final examination, the portfolio, the independent novel study, and the job fair.

Accommodations

An ELDCO class is of a heterogeneous nature encompassing students of varying ages and backgrounds, and may also feature continuous intake of newly arrived students throughout the course. Instructional and assessment activities must take into account the strengths, needs, learning expectations, and accommodations as identified in the IEPs, whether students are formally identified or not. To support students with varying levels of literacy, differing previous school experiences, and varying learning styles, teachers should consider the following accommodations:

- Additional time for learning and completion of tasks;
- Simplified tasks;
- Graphic organizers (diagrams, flow charts, etc.) as options for recording and reporting work;
- Computer-assisted learning;
- Expanded expectations and opportunities for enrichment.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

The following is a list of general resources that provide an overview of teaching strategies for literacy instruction and assessment. The developed units contain lists of materials for specific topics.

Bell, Jill and Barbara Burnaby. *A Handbook for ESL Literacy*. Toronto: OISE Press, 1984. This practical primer for literacy teaching has chapters on teaching reading, teaching writing, and managing multi-level classes.

Coelho, Elizabeth. *Caribbean Students in Canadian Schools, Book 2*. Markham: Pippin Publishing, 1991. This text gives socio-cultural background information on Caribbean students and specific teaching/ learning strategies for their language needs.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley, 1977.
This text contains great samples of diagnostic, formative, and summative assessments.

Phenix, Jo. *Teaching Writing: The Nuts and Bolts of Running a Day-To-Day Writing Program*. Markham: Pembroke Publishers Limited, 1990.
This text tells how and why to set up a balanced writing program, how to manage the writing process, and how to conduct teacher-student conferences.

Schwartz, Susan and Maxine Bone. *Retell, Relate, Reflect: Beyond the 3R's*. Irwin Publishing, 1995.
This text is used for the teaching of foundational reading skills. It is a resource aid for teaching students to make summaries and to respond critically and personally to reading.

Silberstein, Sandra. *Techniques and Resources in Teaching Reading*. New York: Oxford University Press, 1993.
This text encourages teachers to develop a range of reading tasks so that the literacy learner is exposed to different reading materials and different strategies. It has a chapter on teaching poetry and fiction.

OSS Considerations

Education for Exceptional Students

In planning the ELDCO course, the teacher should take into account the needs of exceptional learners as set out in their Individual Education Plans. ELD learners show the same range of learning exceptionalities as other Ontario students. Some students arrive with previously identified learning needs, while the needs of others may be identified after they have spent more time in an Ontario school.

The Role of Technology in Curriculum

It is important that ELDCO learners have opportunities to develop competence in using computers and other technology. Computer-assisted learning is integrated throughout the activities. Students are given opportunities to use draw programs, to produce and edit pieces of writing using word processing programs, to do Internet research, and to access information through the use of CD-ROM software.

Career Education

ELD teachers are expected to work closely with Guidance staff to help students explore the full range of educational and career opportunities available to them in their new country and educational setting and to ensure that the ELDCO students are included in school-wide career education initiatives. Specific activities focusing on job-related training programs and post-secondary institutional options have been developed in this Course Profile to provide ELD students with the tools to begin to explore a variety of career choices.

Health and Safety

Students who are recent arrivals from other countries may have special health and safety needs. ELDCO students need confidence to handle health and safety situations in their new environment and in the workplace. They must learn to respond to situations effectively with their level of literacy.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many students. The units and activities have been carefully chosen and structured to promote the cultural adjustment process. Teachers need to be sensitive to the range of experiences that students bring with them and recognize the equal legitimacy of students choosing to share or keep private experiences and feelings especially those resulting from the trauma of war, flight, loss, and dislocation. A school environment that is free of racial and sexual harassment is as important to students as physical safety. Teachers should ensure that students are aware of important school rules and routines for personal safety and should review the board's racism and sexual harassment policy. Students need to know how to report problems and get help if they are being harassed in any way.

Compulsory English Credits

Up to three ESL or ELD credits may substitute for Compulsory English Credits.

Coded Expectations, Literacy in Daily Life, ELD Level 3, Open, ELDCO

Oral and Visual Communication

Overall Expectations

CORV.01L · participate in discussions and guided presentations on a variety of personal and school-related topics;

CORV.02L · demonstrate awareness of different varieties of spoken English and use formal and informal styles of spoken English appropriately and competently most of the time;

CORV.03L · create and analyse a variety of simple media works.

Specific Expectations

Developing Proficiency in Oral Communication

COR1.01L – contribute to discussions by sharing ideas and information and responding to the contributions of others;

COR1.02L – use non-verbal communication techniques appropriately in discussions and guided presentations (e.g., eye contact, variations in pace, gestures, pause for effect).

Using English in Socially and Culturally Appropriate Ways

COR2.01L – identify and compare different varieties of spoken English (e.g., standard Canadian English, Newfoundland English, standard Trinidadian English, Trinidadian Creole);

COR2.02L – compare the styles of language used in various situations (e.g., the colloquial language used in a television sitcom segment versus the formal language of a news broadcast);

COR2.03L – use the appropriate style of language in a variety of role plays (e.g., use colloquial, polite, and formal styles, respectively, for a request or an apology to a peer, a teacher, or an employer);

COR2.04L – self-monitor language use some of the time (e.g., use *gonna* and *going to* appropriately in informal and formal situations).

Developing Media Knowledge and Skills

COR3.01L – identify important similarities and differences among different types of media (e.g., compare news events as presented on television, on radio, and in newspapers; compare fictional stories as presented on television, in films, and in magazines);

COR3.02L – participate in discussions about the use and effect of stereotypes in the media (e.g., gender roles in television sitcoms, family relationships in advertising);

COR3.03L – create news reports and brief dramatic presentations, using technology (e.g., short videotapes and computer-generated visuals).

Reading

Overall Expectations

CREV.01L • read and respond to a variety of fiction and non-fiction materials, with teacher guidance;

CREV.02L • use a variety of strategies to build vocabulary;

CREV.03L • choose appropriate reading strategies;

CREV.04L • locate and use information from print and non-print sources for guided research projects, with teacher guidance.

Specific Expectations

Reading and Responding

CRE1.01L – choose and read books for a variety of purposes, including study and personal enjoyment;
CRE1.02L – express opinions and participate in discussions about fictional characters, stories, and books (e.g., through literature study groups, short book talks, and drama presentations);
CRE1.03L – report on their personal reading (e.g., provide short summaries and recommendations for other readers);
CRE1.04L – describe the function of key elements in a story (e.g., character, plot, setting);
CRE1.05L – identify a writer's or character's point of view in short stories.

Developing Vocabulary

CRE2.01L – use knowledge of common prefixes, suffixes, and root words to determine the pronunciation and meaning of unfamiliar words;
CRE2.02L – use a variety of strategies to learn specialized terms in subject areas (e.g., create and consult personal word lists or dictionaries; create graphic organizers; chart word families).

Using Reading Strategies for Comprehension

CRE3.01L – identify the main idea and supporting details in a piece of writing;
CRE3.02L – read efficiently for information (e.g., compare product prices; check schedules; make appointments);
CRE3.03L – scan texts for specific information (e.g., dates, names, places).

Developing Research Skills

CRE4.01L – find information in a variety of classroom and library sources (e.g., print and non-print magazines and newspapers, CD-ROMs);
CRE4.02L – organize information for oral or written presentation (e.g., using point-form notes, cue cards, poster boards).

Writing

Overall Expectations

CWRV.01L · write in a variety of forms for various purposes and audiences, with teacher guidance;
CWRV.02L · use the writing process to edit written work, with teacher guidance;
CWRV.03L · use some sentence structures and conventions of standard Canadian English correctly in written work.

Specific Expectations

Relating Purpose to Form

CWR1.01L – write creatively and to describe personal experiences (e.g., compose stories, poems, or dialogues on topics of personal interest);
CWR1.02L – use journals to record events, observations, and opinions;
CWR1.03L – write in a variety of forms (e.g., short descriptions, narratives, short reports);
CWR1.04L – take notes from texts, videos, and group presentations, with teacher guidance.

Applying the Writing Process

CWR2.01L – participate in prewriting discussions and activities (e.g., brainstorm to generate ideas; use graphic organizers to organize main ideas);
CWR2.02L – edit a first draft to correct specific items outlined in a checklist (e.g., items of grammar, spelling, and punctuation);
CWR2.03L – use simple word-processing software to compose and edit pieces of writing;
CWR2.04L – use simple graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

CWR3.01L – use conventional spelling for commonly used and personally significant words;

CWR3.02L – use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time;

CWR3.03L – vary sentence structure to create interest and emphasis, following models provided by the teacher;

CWR3.04L – use correct punctuation in simple sentences (e.g., statements, questions, explanations).

Social and Cultural Competence

Overall Expectations

CSCV.01L · demonstrate an understanding of the main elements of the Canadian political system;

CSCV.02L · participate in discussions about the connections among cultures in Canada;

CSCV.03L · respond appropriately to most teaching and learning situations;

CSCV.04L · identify potential educational and career goals and appropriate strategies to use in pursuing them;

CSCV.05L · participate in discussions about local, national, and global issues.

Specific Expectations

Developing Citizen Awareness and Skills

CSC1.01L – demonstrate knowledge of basic facts about the levels of government in Canada;

CSC1.02L – explain basic facts about the Canadian electoral system (e.g., how voters are enumerated, who has the right to vote, how to mark a ballot);

CSC1.03L – find and discuss information about the political parties in Canada;

CSC1.04L – participate in discussions about important local, national, and international current events and issues;

CSC1.05L – compare customs of different cultural groups in Canada (e.g., dating, marriage, and child-rearing practices);

CSC1.06L – participate in discussions about the benefits and challenges of living among diverse cultures;

CSC1.07L – demonstrate respect for the languages and language varieties spoken by others.

Adapting to the School Setting

CSC2.01L – negotiate roles and tasks in group learning activities;

CSC2.02L – accept responsibility for their own learning (e.g., keep track of homework; complete assignments on time; be prepared for class);

CSC2.03L – use a variety of study skills to complete assignments (e.g., establish a study schedule; organize notes and study for tests and examinations; meet with peers to plan group projects).

Developing Personal and Career Goals

CSC3.01L – find and share information on the education, experience, and skills required for a variety of careers (e.g., consult guidance department brochures and personnel; use computer programs such as career-information databases; participate in job shadow programs);

CSC3.02L – identify and explore possible individual career goals (e.g., participate in career days and field trips to career centres and local businesses).

Unit 1: Writer's Craft: Poems and Canadian Short Stories

Time: 30 hours

Unit Description

Students are introduced to the study of poems and short stories. The focus is on vocabulary building and the writing process. Word webs, vocabulary logs, and guided reading and writing exercises help students deepen their understanding of how writers choose words to create meaning. Through response journals, students are given opportunities to reflect on their learning progress and discuss personal life management issues. In culminating tasks, students present portfolios and share final drafts of writing with peers.

Activity 1: Poems, Please

Time: 480 minutes

Description

Students are given a brief diagnostic assessment and then introduced to the format and content of four or five selected poems to develop reading and writing skills. They are guided in observing a poet's careful choice of words and focus on their own use of words. Using models given, students write their own poems. In the culminating task, students choose a poem to study and write a response to the poem. In addition, they begin a portfolio and a vocabulary log.

Strands & Learning Expectations

Strand: Oral and Visual Communication
CORV.01L - participate in discussions and guided presentations on a variety of personal and school-related topics;
COR1.01L - contribute to discussions by sharing ideas and information and responding to the contributions of others.

Strand: Reading
CREV.01L - read and respond to a variety of fiction and non-fiction materials, with teacher guidance;
CRE2.02L - use a variety of strategies to learn specialized terms in subject areas (e.g., create and consult personal word lists or dictionaries; create graphic organizers; chart word families);
CRE3.01L - identify the main idea and supporting details in a piece of writing.

Strand: Writing
CWRV.01L - write in a variety of forms for various purposes and audiences with teacher guidance;
CWR1.01L - write creatively and to describe personal experiences (e.g., compose stories, poems, or dialogues on topics of personal interest);
CWR2.01L - participate in prewriting discussions and activities (e.g., brainstorm to generate ideas; use graphic organizers to organize main ideas);
CWR3.01L - use conventional spelling for commonly used and personally significant words;
CWR1.02L - use journals to record events, observations, and opinions.

Strand: Social and Cultural Competence
CSCV.03L - respond appropriately to most teaching and learning situations;
CSC2.02L - accept responsibility for their own learning.

Prior Knowledge & Skills

- Ability to work positively in cooperative learning groups
- Ability to read simple text independently
- Ability to write simple sentences

Planning Notes

- Since this is the first activity of a new course, it is important to invest time in creating a welcoming atmosphere and in getting to know the literacy needs of students. Teachers can create their own icebreakers or use the one suggested in Strategy 4.
- Use the Course Description to create a handout or write on chart paper a brief overview of the course.
- Appendix 1B – Diagnostic Worksheet is a sample diagnostic tool for getting a quick overview of students' reading and writing competence. It is suggested, however, that students be given the worksheet after they have participated in an icebreaker.
- Plan to read aloud to students the poems being studied and the first short story, such as "The Hockey Sweater."
- Activity 1: Poems, Please is meant to be introduction to poetry, not an in-depth study of this genre. The most important thing is the students' enjoyment of carefully crafted words. The recommended resource, *Best Poems, Introductory Level*, has teaching/learning strategies for the enjoyment of poetry.
- Choose four or five poems from the anthologies recommended in unit Resources.
- Select poets from diverse cultural backgrounds. The Canadian anthology, *Til All The Stars Have Fallen*, includes poets such as Chief Dan George, Dionne Brand, Jean Little, and Dennis Lee. Jesse Porter's anthology, *Voices Past and Present*, has the classic Canadian poem, "In Flanders Fields." *Both Voices in Literature* and *Best Poems* have selections of African-American poetry and poetry by or about First Nations people. The resource, *Roots and Wings,* has poems in dialect, which illustrate the use of different varieties of spoken English.
- Select poems that are varied in form to illustrate the following: examples of rhyme and rhythm, examples of imagery (use of vivid mental pictures or words that appeal to the senses), examples of simile and metaphor. Note that one poem may illustrate several of these poetic devices. *In Flanders Fields*, for example, illustrates rhyme, rhythm, and sensory imagery.
- If planning to use the poem, *In Flanders Fields*, obtain a copy of the NFB film on the poem, and Linda Granfield's illustrated book recommended in unit Resources.
- Make overhead transparencies of the poems selected so that they can be easily visited again and used in the guided reading/writing activities.
- Make photocopies of Appendix 1A – Word Webs; Appendix 1B – Sample Diagnostic Task; Appendix 1C – Response to Poetry Worksheet; and Appendix 1D – Poetry Writing Assignment.
- Make overhead transparencies of Appendices 1A and 1C as models for guided reading/writing tasks.
- Obtain a sample a portfolio to be shown to students as a model. Use of a portfolio is an important teaching/learning strategy in Unit 1. Students maintain a portfolio throughout the unit, and the portfolio is a major part of the unit's summative assessment. Be prepared to discuss briefly why and how a portfolio can be a helpful learning tool.
- Since students will be using their portfolios often to begin or complete writing assignments, plan specific "portfolio times" as part of the weekly routines.
- Obtain file folders to be made into portfolios. Each student needs two folders in order to make stapled inner pockets. Collect a variety of old magazines for students to cut out pictures to decorate portfolios and title pages of logs.
- Copy the following acrostic poem onto chart paper to be used as a model for students:
  F - feeling the way I do
  R - right there for me
  I - in good times and bad
  E - enjoying things together
  N - not fighting all the time
  D - doing what's good for me.

- Students keep a vocabulary log throughout the unit. Prepare a sheet of chart paper or a corner of the board labelled "New Words" to which words can be added while lessons are being taught. Following is a suggested format for students to record new words and definitions in their vocabulary logs. Reproduce the format for students or create an alternative graphic organizer so that the task of recording words is not too laborious. Teachers need to model examples of how the new words can be used in sentences so that the meaning is explicit.

New Word	Definition	Word Used in a Sentence
1.		

- Developing effective study skills and personal life management strategies are essential components of ELDCO. Teaching/learning tasks designed to facilitate development of these skills are integrated throughout each activity. It is suggested that response journals be used throughout the unit for students to record and reflect on their learning progress and for teacher feedback. For use of response journals, consult the resource entitled, *Response Journals*.
- To help students manage their portfolios, create a checklist of contents with assigned and due dates.
- Arrange with the teacher-librarian to have a collection of poetry anthologies for students to use in selecting a poem for personal response.
- Decide on a safe route for students to take a brief walk outside the school building as part of a lesson on observing and recording sensory images for a poem. Check with your school administrator(s) and be sure they are informed as to when students will be outside.

Materials: teacher-created course overview, overhead transparencies of selected poems, overhead projector, chart paper, markers, file folders, old magazines, stapler, scissors, copies of Appendices 1A, 1B, 1C, 1D, graphic organizer for recording new words, dictionaries for vocabulary logs.

Teaching/Learning Strategies

1. Begin by giving students an overview of the course, highlighting some of what they will know and be able to do by the end of ELDCO. Point out the emphasis on writing in Unit 1.
2. Inform students that samples of their writing will be kept in a portfolio. Explain that in addition to handing in the entire portfolio to be marked at the end of the unit, students will choose best pieces from the portfolios to present to their classmates. Circulate a sample portfolio for the benefit of students who are unfamiliar with its format and use. Discuss briefly how a portfolio can be a valuable learning tool.
3. Hand out file folders and demonstrate to students how to make inner pockets for their portfolios by cutting one of the file folders in half and stapling each half to the inside of the other file folder.
4. Use the creation of portfolios as an icebreaker by having students decorate the covers with pictures drawn or chosen from magazines to illustrate favourite items or things that are important to them. Students then divide into pairs to share the personal significance of their pictures.
5. Distribute copies of Appendix 1A – Word Webs to be used as a pre-writing activity for an acrostic poem. Explain to students that they will be using webs throughout the unit to collect and organize ideas. Direct students to Web I. Draw a replica of the word web on chart paper or the chalkboard and model the following process. Students write either their first or last names inside the web circles. Next they write down in point form the things they like or things that are important to them on the outside spokes of the web. These are the same ideas they shared with partners when they made their portfolios. Have students place their completed webs in their portfolios. Tell students that they will return to the webs later to use the ideas for an assignment.

6. Introduce the diagnostic task after students have had an icebreaker. Discuss how it feels to begin something new such as moving to a new country, going to a new school, etc. Tell students they will be reading a story that helps them think about starting out on something new, like starting ELDCO. Students read the story on their own, and do their best to answer the questions. Distribute copies of Appendix 1B – Diagnostic Worksheet. Collect students' work and assess for completion, noting which students appear to be having difficulty and also the areas of difficulty.
7. Have students return to their portfolios. Direct students to use the ideas written on the word webs to write an acrostic poem based the letters of their first or last names. Explain to students that an acrostic poem is an alphabet poem based on one word. Each line in the poem begins with one of the letters that eventually spells the word. Students who have taken ELDBO may be familiar with writing acrostic poems. Show students the model of the acrostic poem on FRIEND. Point out that each letter begins an idea, but the idea does not have to be in a complete sentence. The idea could also be one word that describes or explains (e.g., hardworking). Tell students not to worry about punctuation at the end of each line. Collect poems. Make copies to display on a bulletin board in the classroom. Return the originals to students to keep in their portfolios.
8. Write the words, poem, poet, and poetry, on the board or on chart paper. Ask students what the differences are between these words. Write down their answers in the form of definitions beside each word. Inform students that they will be studying some poems to enjoy the beauty of words.
9. Place a copy of one of the selected poems on the overhead and read the poem aloud to students. This helps to model how each line flows into the other since punctuation for poetry is different from prose.
10. After reading the poem, ask some general questions such as: What do you think this poem is about? Which words tell you what the poem is about? Which words are new or difficult for you? What does this poem make you think of? How does this poem make you feel? Record new or difficult words on chart paper to be copied later in students' vocabulary log. Re-read the poem. Ask students if they have new or different ideas about the poem.
11. Use the film or illustrated book based on *In Flanders Fields* to give students a visual representation of the poem.
12. Repeat Strategies 9 and 10 with another poem. Ask students to note any similarities or differences between the two poems. Which one did they enjoy more? Why?
13. Choose a poem that illustrates examples of rhyme and rhythm, or go back to an earlier poem. Review/teach the concept of rhyming words. Ask students for an example if they know any nursery rhymes. Point to the use of rhyme in advertising jingles, or to the use of rhyme and rhythm in popular music. Discuss with students why a poet or songwriter might use rhyme. Point out that not all poems rhyme. Rhyme is only one of the tools that a poet may use.
14. Have students work in triads to come up with as many rhyming words as possible. Give students markers and chart paper to record their rhyming words. Tell each group to use some of their rhyming words to make a three to four-line poem or a slogan such as the following: Go to school/Don't be a fool/Knowledge is the key /For you and me. Have each group read their rhyming lines to the class. Post the list of rhyming words for students to copy in vocabulary logs later. Collect group poems and create a class set of all the groups' poems so students can read and enjoy each other's poems.
15. Distribute copies of Appendix 1C – Response to Poetry Worksheet. Place a selected poem on the overhead. Guide the class in completing the worksheet based on the selected poem. This models for students how to respond to a poem. Have students place their completed copies of the worksheet in their notebooks as models for later assignments.

16. Distribute fresh copies of Appendix 1C. Assign students a poetry response based on poems they choose to be completed independently. Have the collection of poetry anthologies available in the classroom or take students to the Library/Resource Centre to use the prepared collection. Tell students they may also choose the lyrics of a song as poetry. Students should be warned that lyrics which are violent or derogatory in nature to any group or individual will not be accepted. Students type or neatly write out the poem or song and attach a copy to Appendix C – Poetry Response Worksheet. Establish a due date for this assignment. Collect and assess.
17. Distribute copies of Appendix 1A – Word Webs for students for use on their mini walk to record sensory images. Direct students to Web II. Have students write, "Sensory Images" inside the circle. Tell students that poets often use details to appeal to our five senses: sight, sound, taste, touch, smell. Review a poem that illustrates the use of sensory images. Tell students that they are going for a brief walk outside to observe and record details of sensory images. Students are encouraged to use the webs to record sounds they hear, things they smell, or objects touched, such as the blades of grass or the wall of the building. Not all senses are involved; they will not taste anything on the walk. Have students write the words: "Hear," "See," "Smell," and "Feel" on the outside spokes of the web. Explain that they are to write the details related to each sense under the appropriate word on the web, e.g., details about sound under the word, "Hear." Ensure students leave the classroom with a pencil or pen for writing.
18. When students return from their walk, have them share some of the sensory details they wrote down. Write responses on the board. Model how a writer can make details more vivid by adding descriptive words and phrases. For example, if a student says, "I smelled the air." Ask: What exactly did it smell like? Did it remind you of a particular smell, e.g., fresh laundry or rotting fruit? Show students how the sentence, "The air smelled fresh" could become, "The air smelled like fresh laundry" or "The air was a marketplace of smells." Students place their completed webs in their portfolios to be used in a creative writing assignment later.
19. Distribute copies of Appendix 1D – Poetry Writing Assignment. Point out to students that they have already done three similar assignments in class and have collected pre-writing ideas from their acrostic poems, the sensory walk and the rhyming words posters. They should use these models to help them. They will be marked on how well they follow the models and on their vocabulary. Explain to students that they will be given time in class during scheduled portfolio sessions, and will also work on their own outside class to complete the assignment. Establish a due date.
20. Collect poems. Evaluate poems based on how well students followed the models given and on their choice of words. When the poems have been marked and returned, have students place the poems in their portfolios and record this assignment in their portfolio content checklist.
21. Inform students that a vocabulary log will be used to learn and review new words. Return to the list of new words collected on chart paper or the board so far in the unit. Use the suggested graphic organizer or an alternative format, instruct students to copy the new words and their definitions into their vocabulary logs. Model the use of new words in sentences.
22. Have students write a journal entry entitled, Things I'm Doing Well/Things I Want To Do Better. Collect journals and write responses to students' perceptions of their progress.

Assessment & Evaluation of Student Achievement

- Sample Diagnostic Task is assessed for overall level of reading and writing proficiency. (Knowledge/Understanding, Thinking/Inquiry, Communication)
- Response to a poem is assessed for ability to read and respond to fiction and for knowledge of new words. (Thinking/Inquiry: CREV.01L, CRE2.02L, CWRV.01L)
- Poetry Writing – See Strategy 20 for evaluation criteria (Thinking/Inquiry, Communication: CWR1.01L)
- Response journal entry is assessed for ability to reflect on learning. (Thinking/Inquiry: CSC2.02L)

Accommodations

Choose a poem for students. Read the poem with or to students and have them first respond orally, then write about the poem. Give students some scenic photographs or pictures from magazines or travel sections of a newspaper and have students respond to the pictures by writing brief descriptive lines as poems.

Resources

Booth, David. *Til All the Stars Have Fallen: Canadian Poems for Children*. Toronto: Kids Can Press Ltd., 1989.
This is a collection of traditional and contemporary poems for a younger audience. However, it appeals to all ages and contains works by a wide cross section of Canadian poets.

Best Poems: Poems for Young People (Introductory Level). Illinois: Jamestown Publishers, 1998. ISBN 0-89061-846-1E
This in-depth poetry anthology has a built-in teacher guide and student activities.

Granfield, Linda. *In Flanders Fields: The Story of the Poem by John McCrae*. Toronto: Lester Publishing, 1995. ISBN 189-5555-655
This illustrated text gives historical context and visual cues for understanding the poem.

McCloskey, Mary Lou and Lydia Stack. *Voices in Literature (Bronze Level)*. Boston: An International Thomson Publishing Company, 1996. ISBN 0-8384-2283-7
This anthology integrates authentic multicultural literature, fine art illustrations, and interactive classroom learning experiences. Units are organized thematically and offer a range of reading/writing activities.

Roots and Wings: Resource Units to Support Caribbean Students New to Canada. Toronto: Metropolitan Toronto School Board. 1995.
This curriculum binder contains selections of poems in Caribbean dialect.

Parsons, Les. *Response Journals*. Toronto: Pembroke Publishers, 1990.
Teacher resource for using response journals effectively.

Porter, Jesse. *Voices Past and Present*. Wall & Emerson Inc., 2000. ISBN 1-895131-19-7
This text offers great new collection of Canadian classics and teaching/learning strategies. It contains the poem, *In Flanders Fields*.

Richard-Amato, Patricia and Wendy Abbot Hansen. *Worlds Together-A Journey Into Multicultural Literature*. Don Mills: Addison-Wesley, 1995. ISBN 0-201-82386-1
This text integrates literature with language activities and has a good selection of poems and short stories.

GLS1O Resource Guide for ESL/ELD. Toronto District School Board, 2000.
This is a tool for building personal life management skills into day-to-day teaching with adaptations for ESL/ELD learners.

Media

NFB film on the poem, *In Flanders Fields.*

Activity 2: Write and Right

Time: 360 minutes

Description

The emphasis on writing is continued. Through guided reading and writing exercises, students learn how to develop a paragraph with a clear topic sentence, supporting sentences, and a concluding sentence. They also learn to find the main idea in a paragraph. Students continue to maintain their vocabulary logs by adding a list of homonyms and focusing on spelling.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
COR1.01L - contribute to discussions by sharing ideas and information and responding to the contributions of others.

Strand: Reading
CRE2.02L - use a variety of strategies to learn specialized terms in subject areas (e.g., create and consult personal word lists);
CRE3.01L - identify the main idea and supporting idea in a piece of writing.

Strand: Writing
CWRV.01L - write in a variety of forms for various purposes and audiences, with teacher guidance;
CWR2.01L - participate in pre-writing discussions and activities (e.g., brainstorm to generate ideas; use graphic organizers to organize main ideas);
CWR1.02L - use journals to record events, observations, and opinions;
CWR2.02L - edit a first draft to correct specific items outlined in a checklist (e.g., items of grammar, spelling, punctuation);
CWR3.01L - use conventional spelling for commonly used and personally significant words;
CWR3.04L - use correct punctuation in simple sentences.

Strand: Social and Cultural Competence
CSC2.02L - accept responsibility for their own learning (e.g., keep track of homework);
CSC2.03L - use a variety of study skills to complete assignments.

Planning Notes

- Students should be making the transition from writing sentences to writing paragraphs. They will need to be guided in how to develop a paragraph. The "hamburger paragraph" format is a common conceptual tool for teaching paragraph writing. The topic sentence is the top half of a hamburger bun. In the middle are the meat and garnish, which function as supporting sentences. The bottom half of the bun is like a closing sentence. On chart paper, create a graphic organizer of the hamburger paragraph.
- Make a list of opening statements and questions that could be used as topic sentences for paragraphs, e.g., "Friday is the best day of the week" "What is the best way to study for a test?"
- Make copies of a teacher-written short sample newspaper article that has four or more paragraphs for students to use when identifying the elements of a paragraph. Students will need to be able to write directly on the copies.
- In texts, some paragraphs are indented while some are in block style. Decide on which format to use when students write their paragraphs.
- Try to select topic sentences or newspaper articles on the theme of Canada.

- Arrange for students to bring to class copies of their history, geography or science texts for use in reading paragraphs from different subject areas to identify main ideas. If possible, arrange to borrow additional texts from the history, geography or science departments for one class period so that all students have access to the same text. Choose a specific text and select the pages to use for demonstration in Strategy 9.
- Make copies of Appendix 1A – Word Webs.
- Make copies of the following: Appendix 1E – Sample Paragraphs, Appendix 1F – Finding the Main Idea, Appendix 1G – Paragraph Planner, Appendix 1H – Checklist for Paragraphs.
- ELD students need a systematic approach to spelling. Choose a text that integrates spelling with reading, writing, and overall vocabulary development.
- On chart paper, begin a list of homonyms that students will add to and copy into their vocabulary logs.
- Plan a time for students to update their portfolios and add one of the paragraphs written in this activity.

Materials: chart paper, markers, copies of newspaper article, list of topic sentences, students' history/geography/science texts, copies of word webs (Activity 1), copies of Appendices 1E, 1F, 1G, 1H.

Prior Knowledge & Skills

- Ability to write simple sentences
- Familiarity with the writing process

Teaching/Learning Strategies

1. Distribute copies of the sample newspaper article. Students number the paragraphs in the article. Confirm the correct number of paragraphs. Ask students how they knew where one paragraph ended and another began. Brainstorm general characteristics of paragraphs. Write them on chart paper under the heading "A Paragraph…" (e.g., talks about one main idea, begins with a capital letter, etc.).
2. Show students the graphic organizer of the hamburger paragraph and explain the analogy. Explain that the topic sentence is usually the first sentence and tells the reader what to expect in the rest of the paragraph. The supporting sentences give more information about the topic sentence, and the concluding sentence tells the reader that the main point begun by the topic sentence is completed. Using the newspaper article, students practise identifying topic, supporting, and concluding sentences.
3. Write a topic sentence on the board or overhead. Have students brainstorm supporting sentences and a concluding sentence to fit this topic sentence. Write out the entire paragraph generated by the class.
4. On the board, write a general topic such as "Food" or "Television." Ask students to suggest possible topic sentences. Explain that topic sentences usually make a comment or statement about a topic, give an opinion, or ask a question. Collect all ideas and create a numbered list of sentences. Review the sentences for clarity, helping students to understand how or why a particular sentence may be unclear or incomplete.
5. Have students practise writing a paragraph based on one of the topic sentences. Collect paragraphs for diagnostic assessment. Check to see which areas of paragraph writing might need to be reviewed.
6. Distribute copies of Appendix 1E – Sample Paragraphs. Instruct students to read each paragraph, identify the main idea, then write a suitable topic or title above each paragraph. Next, they underline the topic sentences; number the supporting sentences, and underline the concluding sentences. This process reinforces how a topic is narrowed down to become a topic sentence, which is then supported by the middle sentences and then wrapped up with a concluding sentence.

7. Have students look at the paragraphs again and discuss how each one is developed. Ask students: Does the writer give examples or reasons or tell a story?
8. Draw students' attention to the concept of unity and coherence by discussing whether or not all the ideas in each paragraph are closely connected to one another. Suppose, for example, the writer in Paragraph II began to talk about things Jason would like to buy for his room. Would the paragraph lose its focus? Would it still have one main idea?
9. Explain to students that knowing how paragraphs are structured is a valuable reading and study skill since good readers quickly identify the key words or phrases in each topic sentence to help them understand the rest of the paragraphs. Using selected pages from students' history, geography or science texts, have students practise identifying key words and phrases in topic sentences, paraphrasing the main idea in each paragraph, and explaining how each paragraph is developed.
10. Distribute copies of Appendix 1F – Finding the Main Idea. Have students work independently to complete this reading and writing exercise. Collect and evaluate for ability to identify and paraphrase the main idea in a paragraph.
11. Distribute copies of Appendix 1G – Paragraph Planner to help students plan and write a basic five-sentence hamburger paragraph. Explain that they will be using Appendix 1G to write their rough drafts of paragraphs. After editing, they write their final copies in their notebooks. Remind students to delete the labels "topic sentence," "supporting sentences," and "concluding sentence," when they write their final drafts.
12. Give students a list of topics for writing paragraphs. Establish a due date for the assignment.
13. Before the due date, arrange for students to work in pairs to do self- and peer editing of their paragraphs. A good time for this would be during regularly scheduled "portfolio" time.
14. Distribute copies of Appendix 1H – Checklist for Paragraphs. Tell students to use the checklist as a guide when doing self- and peer editing of their paragraphs.
15. Collect and evaluate using the checklist. When the paragraphs have been evaluated and returned, direct students to place one in their portfolios.
16. Show students a prepared list of homonyms to introduce a lesson on spelling. Point out to students that correct spelling and word usage is part of good written communication. Spelling is marked in their paragraphs. Explain that homonyms are words that sound the same but are spelled differently and have different meanings. One way to improve spelling is to pay close attention to homonyms.
17. Have students brainstorm more homonyms to add to the list begun by the teacher. Return to the rhyming list from Activity 1 to see if there are any homonyms. Clarify meaning by using each pair of homonyms in a sentence. Write sentences on the board for students to copy into their vocabulary logs. Students should also copy the definition of homonym to their list of new words being learned. Explain to students that the word "homonym" comes from two Greek words, homos (same) and onyma (name).
18. Commonly misspelled and misused sets of homonyms that ELDCO students should know how to use correctly are: there/their/they're; through/threw; too/two/to; we're/were/wear; here/hear; sea/see; for/four; whole/hole; clothes/close; by/buy; week/weak. Review and teach the ones that are not already part of the class list.
19. Have students go through their vocabulary logs and look at new words learned from Activities 1 and 2. In collaboration with students, create a list of ten words to be studied for a vocabulary/spelling quiz.
20. Before the quiz, discuss with students the strategies they use for spelling new words. Make and post a chart of students' suggestions for helpful spelling strategies.
21. Create a spelling and vocabulary quiz based on homonyms and new words learned.
22. Have students write a journal entry on "How I Learn and Remember New Words." Collect and write responses to students.

Assessment & Evaluation of Student Achievement

- Finding the Main Idea in a Paragraph – Appendix 1F is assessed for comprehension and expression of main idea. (Knowledge/Understanding, Communication: CRE3.01L, CWR3.OVL)
- Writing and editing paragraphs using a checklist is assessed for knowledge of paragraph format and accuracy in grammar. (Thinking/Inquiry, Communication: CWRV.01L, CWR2.02L, CWR3.04L)
- Spelling and vocabulary quiz is assessed for knowledge and use of new words. (Knowledge/Understanding: CWR2.02L, CWR3.01L)
- Journal entry on "How I Learn and Remember New Words" is assessed for expression of ideas on study skills. (Thinking/Inquiry, Application: CWR1.02L, CSC2.02L, CSC2.03L)

Accommodations

- For students who are still unable to write a paragraph independently, supply the topic sentence, concluding sentence, one or more supporting sentences. Then have students contribute more supporting sentences as a shared writing exercise. Allow those who are writing independently to choose a topic and develop a paragraph.
- Make sentence strips out of the sample paragraphs in Appendix 1E. Have students arrange sentence strips to demonstrate understanding of the organization of a paragraph.
- Reduce the number of new words tested on the vocabulary quiz.

Resources

Bolton, Fay and Diane Snowball. *Springboards: Ideas For Spelling*. Nelson, 1985.

Martin, Dave. *Communicating Skills. A Language Arts Program (Orange Level)*. D.C. Heath Canada Ltd., 1990. ISBN 0-669-95312-1
This graded student workbook integrates writing, spelling, and vocabulary development. It also has lessons on developing paragraphs.

Word Power Intermediate 1: Spelling and Vocabulary in Context. Chicago: NTC/Contemporary Publishing Company, 1997. ISBN 0-8092-0836-9
Teachers may use this resource for developing vocabulary and spelling skills.

Activity 3: Short and Sweet: Canadian Short Stories

Time: 480 minutes

Description

Students are introduced to the short story. Through completion of story charts, they become familiar with terms such as plot, setting, character, and conflict. Students respond to guided reading of short stories by writing a plot summary and participating in role plays based on the stories studied. The activity culminates in a short quiz in which students demonstrate their knowledge and understanding of key elements in a story.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
COR1.01L - contribute to discussions by sharing ideas and information and responding to the contributions of others;
COR2.03L - use the appropriate style of language in a variety of role plays.

Strand: Reading
CREV.01L - read and respond to a variety fiction and non-fiction materials with teacher guidance;
CREV.02L - use a variety of strategies to build vocabulary;
CRE1.04L - describe the function of key elements in a story (e.g., character, plot, setting).

Strand: Writing
CWRV.01L - write in a variety of forms for various purposes and audiences, with teacher guidance
CWRV.03L - use some sentence structures and conventions of standard Canadian English correctly in written work;
CWR1.03L - write in a variety of forms;
CWR3.01L - use conventional spelling for commonly used and personally significant words;
CWR3.04L - use correct punctuation in simple sentences.

Strand: Social and Cultural Competence
CSC1.05L - compare customs of different cultural groups in Canada;
CSC1.06L - participate in discussions about the benefits and challenges of living among diverse cultures.

Prior Knowledge & Skills

- Ability to read simple text independently
- Ability to write paragraphs

Planning Notes

- Obtain a copy of a classic Canadian short story, such as "The Hockey Sweater" (See Resources for suggested source.) and a video version if available.
- Obtain a class set of a short story collection, such as *Camels Can Make You Homesick*, and choose two or three of the five stories in it for focused study with the class.
- Make overhead transparencies of these expectations from the Social and Cultural Competence Strand:
  - compare customs of different cultural groups in Canada
  - participate in discussions about the benefits and challenges of living among diverse cultures.

  Be prepared to lead a discussion about how the themes in the stories illustrate these expectations.
- On chart paper, make an enlarged replica of the following graphic organizer to help students with sequencing in story retelling:

Title of Story	Beginning	Middle	End

- Write these definitions on chart paper so students can copy them into their vocabulary logs: setting: where and when the story takes place; character: who is in the story; plot: what happens in the story; conflict: main problem or disagreement in the story; resolution: how the problem is solved; narrator: the person telling the story; theme: the writer's overall message to the reader.
- Select a passage from the short story text to illustrate the use of the simple past tense in short stories.
- Make copies of Appendix 1I – Story Chart and Appendix 1J – Sample Short Story Quiz.
- Note that the assigned written retelling of a story is evaluated as part of the portfolio in Activity 4. Students can get help editing their first draft during the teacher-student conference in Activity 4.

Materials: chart paper, markers, copy of classical Canadian sort story, e.g., "The Hockey Sweater," graphic organizer showing beginning, middle, and end of a story, class set of short story collection, overhead transparency of selected expectations from ELDCO, copies of Appendices 1I and 1J.

Teaching/Learning Strategies

1. Before reading the story to students, give a short introduction to establish prior knowledge about the content. After reading, display the graphic organizer designed to help students with retelling. Tell students to think about the most important events of the story and recall what happened first, in the middle, and finally at the end. Using point form, record students' responses under the appropriate headings.

2. Clarify students' responses for correct sequence and relevance of certain details. Ask: "Did that happen at the beginning or towards the end? Is that detail absolutely important to remember in the story?" This draws attention to the two most important concepts in retelling-sequence, and relevance of details.
3. Have students copy into their notebooks the completed chart as a model for future written retelling.
4. Show the video version. After showing the film, draw attention to the concept of narrator. Ask students: Who is telling the story?
5. Refer to the strategy of identifying and understanding the elements of stories: setting, character, plot, problem, solution, and theme. Distribute copies of Appendix 1I – Story Chart. Tell students that all stories answer the WH6 questions: When, Where, Who, What, Why, and How. Display the chart paper with the definitions of short story terminology. Guide the students in completing a story chart based on the story.
6. Have students copy the definitions of short story terminology into their vocabulary logs under the heading of Short Story Words.
7. Read with the class two of the stories chosen for focused study. After reading each, model completing Appendix 1I – Story Chart to reinforce knowledge of the elements of a short story.
8. Discuss with students the ending of each story and the way in which each problem is solved. Ask students to think of different ways the stories might have ended.
9. Briefly discuss with students the characters in the story. Ask students which character they liked best or found most interesting. Was there a character they disliked? Why?
10. Display the overhead copy of the selected expectations from the Social and Cultural Competence Strand. Read the expectations to students. Ask: How do the stories teach us about different cultural groups in Canada? How do the stories show the benefits and challenges of living among diverse cultures?
11. Using the selected passages from one of the stories studied, point out that most stories are written in the simple past tense. Review/teach the formation of the simple past tense.
12. Have students turn to one of their completed copies of story charts. Explain how the chart gives all the information needed to retell the story. For homework, have students write a retelling of one of the stories studied in class. Tell students to use the simple past tense in their story retelling. Review the requirements of the assignment for clarity. Students must include the completed story chart and a rough draft. After the teacher has checked the rough draft, they will write the final draft.
13. Inform students that this assignment is part of their portfolio, which is completed and handed in later.
14. Divide students into groups of three or four. Tell students they are going to role play a conflict in one of the stories. Before students begin preparation for role plays, discuss the appropriate style of language each character would use to stay true to the story. Evaluate the group's ability to identify a problem in a story and each student's use of language in the role chosen.
15. Review short story terminology and stories studied in preparation for quiz.
16. Distribute copies of Appendix 1J – Short Story Quiz.

Assessment & Evaluation of Student Achievement

- Written retelling of a short story is assessed for understanding of the key elements of a story. (Knowledge/Understanding, Communication: CREV.01L, CWR3.01L, CWR3.04L)
- Role play is assessed for understanding of conflict in a story and ability to use the appropriate style of language for a given context. (Knowledge/Understanding, Communication: COR2.03L, CRE1.04L)
- Quiz on short story terminology and personal response to a story (Knowledge/Understanding, Thinking/Inquiry, Communication: CREV.01L, CRE1.04L, CWR1.03L, CRE1.02L)

Accommodations

- Allow students to give an oral retelling to the teacher, if they are unable to do a written retelling.
- For enrichment, students can write and submit the script for their role plays.

Resources

Carrier, Roch. *The Hockey Sweater and Other Stories*. Shiela Fischman, trans. Toronto: House of Anansi Press, 1979.

Classics Canada Book 2. Prentice Hall.

Porter, Jesse. *Voices Past and Present*. Wall & Emerson Inc., 2000. ISBN 1-895131-19-7

Sadiz, Nazneen. *Camels Can Make You Homesick and Other Stories*. Canada: James Lorimer & Company, 1985. ISBN 0-88862-912-5
This collection of Canadian multicultural short stories explores such issues as culture shock, homesickness, and stereotypes and highlights the challenges of growing up Canadian and South Asian at the same time. This anthology contains the story "The Hockey Sweater."

Activity 4: Portfolio Preparation

Time: 240 minutes

Description

Students reflect on their learning so far in the unit and organize their portfolios. They review the list of new words collected in their vocabulary logs and write a journal entry about their progress in the course. In a scheduled teacher-student conference, students meet with the teacher to edit a story retelling and discuss their portfolios. They are guided in preparing their portfolios for final evaluation.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
CORV.01L - participate in discussions and guided presentations on a variety of personal and school-related topics.

Strand: Reading
CRE2.02L - use a variety of strategies to learn specialized terms in subject areas (e.g., create and consult personal word lists or dictionaries.

Strand: Writing
CWRV.02L - use the writing process to edit written work, with teacher guidance;
CWR1.02L - use journals to record events, observations, and opinions;
CWR3.01L - use conventional spelling for commonly used and personally significant words;
CWR3.02L - use appropriate verb tenses in written work some of the time;
CWR3.04L - use correct punctuation in simple sentences.

Strand: Social and Cultural Competence
CSC2.01L - negotiate roles and tasks in group learning activities;
CSC2.03L - use a variety of study skills to complete assignments (e.g., establish a study schedule; organize notes and study for tests and examinations; meet with peers to plan group projects).

Prior Knowledge & Skills

- Understanding of the format and use of a portfolio
- Familiarity with group learning

Planning Notes

- Preparing portfolios for final evaluation is a major part of this activity. Make copies of Appendix 1K. (Portfolio Checklist and Reflection Sheet).
- Make a schedule of teacher-student conferences for editing story retelling and checking portfolios.
- Some of the assignments in the portfolios have already been assessed and/or evaluated. It is recommended that the portfolio account for 5% of the summative evaluation of the grade. Create a rubric to evaluate the overall portfolio. A sample rubric for portfolio assessment can be found in ELDBO, Appendix M. Include the following criteria in the rubric: ability to complete assignments accurately and on time; evidence of editing for accuracy in spelling, punctuation and verb tenses; knowledge and use of vocabulary taught; understanding of elements of a story; ability to reflect on learning.
- Plan to collect students' vocabulary logs and assess for completion and accuracy.

Teaching/Learning Strategies

1. Inform students of the teacher-student conference. Explain that its purpose is to help them prepare their portfolios and reflect on their learning. Tell students that they will have opportunities after the conference to make changes to assignments before their portfolios are handed in for final evaluation.
2. Distribute copies of Appendix 1K – Portfolio Checklist and Reflection Sheet. Explain that students should come to the portfolio conference with their reflection sheets completed. Tell students that the "best piece" they identify from portfolios will be published in a class anthology and shared with peers.
3. Give students time to organize and check the contents of their portfolios using the checklist in Appendix 1K. The checklist is to be used to make the table of contents. It also outlines the order in which the assignments are to be placed and numbered.
4. Assign the final journal entry for the unit. Have students reflect on their progress throughout the unit. Students place this journal entry in their portfolios and check it off on the portfolio checklist.
5. Remind students to take responsibility for their own learning and to complete and hand in assignments on time. They can work independently or in pairs to organize their portfolios.
6. Use a sign-up sheet to schedule conferencing time with each student. Post sign-up sheet.
7. During the teacher-student conference, use the portfolio checklist in Appendix 1K. Go over questions students have about their portfolios in general and give feedback on their rough drafts of story retelling. Briefly discuss with students their perceptions of their progress and achievement in the course so far.
8. For homework, students write the final copy of their story retelling.
9. Remind students to place the rough draft, final draft, and story chart in their portfolios.
10. Establish a due date for portfolios. Collect and evaluate using the suggested criteria in the rubric.
11. Have the class work in pairs to review the list of new words collected in their vocabulary logs. Partners take turns quizzing each other in a word game. One student tells another, "I'm thinking of a word that means what happens in a story. What is the word?" The student might also add a clue such as, "This word begins with the letter p."
12. Collect and assess vocabulary logs for completion and accuracy in recording new words and their definitions.

Assessment & Evaluation of Student Achievement

- Portfolio is assessed for completion of assignments, development of accuracy in written communication, understanding of story elements, and ability to reflect on learning. (Knowledge/Understanding, Thinking/Inquiry, Communication, Application: CORV.01L, CREV.01L, CWRV.01L, CWRV.03L, CWR1.01L, CSC2.02L)

Accommodations
Allow students who have difficulty completing all the portfolio assignments to submit alternatives ones from their notebooks.

Resources
Defina, Allan. *Portfolio Assessment: Getting Started.* Scholastic Canada, 1993.
This is a practical guide on using portfolios.

Activity 5: Publish and Present
Time: 240 minutes

Description
Students use a word processor to prepare their best pieces for publication in a class anthology. Through an "author's chair" event, students read and discuss their published pieces with their peers.

Strand(s) & Learning Expectations
Strand: Oral and Visual Communication
COR1.01L - contribute to discussions by sharing ideas and information and responding to the contributions of others;
COR1.02L - use nonverbal communication techniques appropriately in discussions and guided presentations.

Strand: Reading
CREV.01L - read and respond to a variety of fiction and non-fiction materials, with teacher guidance.

Strand: Writing
CWR2.03L - use simple word-processing software to compose and edit pieces of writing.

Strand: Social and Cultural Competence
CSCV.03L - respond appropriately to most teaching and learning situations.

Prior Knowledge & Skills
- Familiarity with simple word processing software
- Familiarity with making oral presentations
- Appropriate response to presentations from peers

Planning Notes
- Arrange for students to have access to computers for word processing.
- If possible, arrange for co-op students or the school's Yearbook Club to help with word-processing and putting together the class anthology.
- Plan to have students' portfolios returned or make copies of their "best pieces" for them to work from.
- "Author's chair" is a literacy strategy for celebrating students' published writing. The teacher or students prepare a special chair for the student authors to sit in when reading their published pieces. For more information on conducting an "author's chair" event, see *Reading in North York Schools: A Curriculum Guideline for Teachers.*

- Set a date for the "author's chair" and invite administrators, other staff, and community individuals to celebrate student writing.

Materials: "best pieces" from portfolios, computer, word-processing software, staplers, special chair.

Teaching/Learning Strategies

1. Inform students that the class is to publish an anthology to share their writing with peers.
2. Have students and helpers type selected pieces of writing.
3. As a class, decide on a title for the anthology and a design for the cover page. Ask for volunteers to create the cover page.
4. Collate the class anthology. Ensure everyone has a published piece.
5. Once the anthology is ready, the "author's chair" event can take place. Explain to students what an "author's chair" is.
6. Prepare students for the "author's chair" presentations by having them rehearse reading their writing to a partner. Tell students to prepare an introduction to their writing by telling why they chose that piece to be published, or how they developed the ideas in it. Classmates ask questions after each reading.
7. Have students pick numbers to establish the order in which they present.
8. Remind students of the appropriate responses when peers are presenting.
9. Create a special atmosphere of celebration on the day/days of the "author's chair" event.
10. During the "author's chair" event, student authors take turns sitting in the special chair. First they introduce themselves and their work, then read their pieces of writing from the anthology. Classmates can then respond by asking questions or giving praise.
11. During the "author's chair" event, observe and evaluate students for clarity in reading, ability to respond to questions, and use of overall non-verbal communication techniques.

Assessment & Evaluation of Student Achievement

- Presentation of "best piece" – See Strategy 11 for evaluation criteria. (Thinking/Inquiry, Communication: CORV.01L, COR1.02L, CREV.01L)

Accommodations

Allow the student who cannot present in front of the whole class to present to one or two peers.

Resources

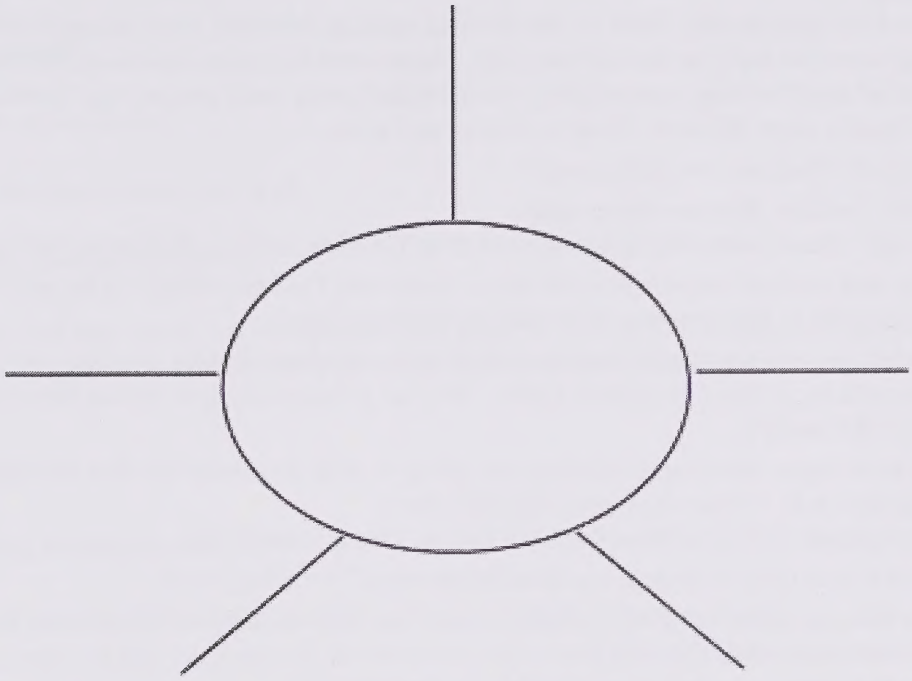
Green, J. *The Ultimate Guide to Classroom Publishing*. Markham: Pembroke Publishers, 1999. This is a helpful resource when putting together a class anthology.

Reading in North York Schools: A Guideline for Teachers. Curriculum and Instructional Services. The North York Board of Education. 1995. This curriculum resource binder available through the Toronto District School Board is a guide to instructional strategies for reading in multi-level, multi-lingual classrooms. It explains how to conduct an "author's chair" event.

Appendix 1A

Word Webs

Web I



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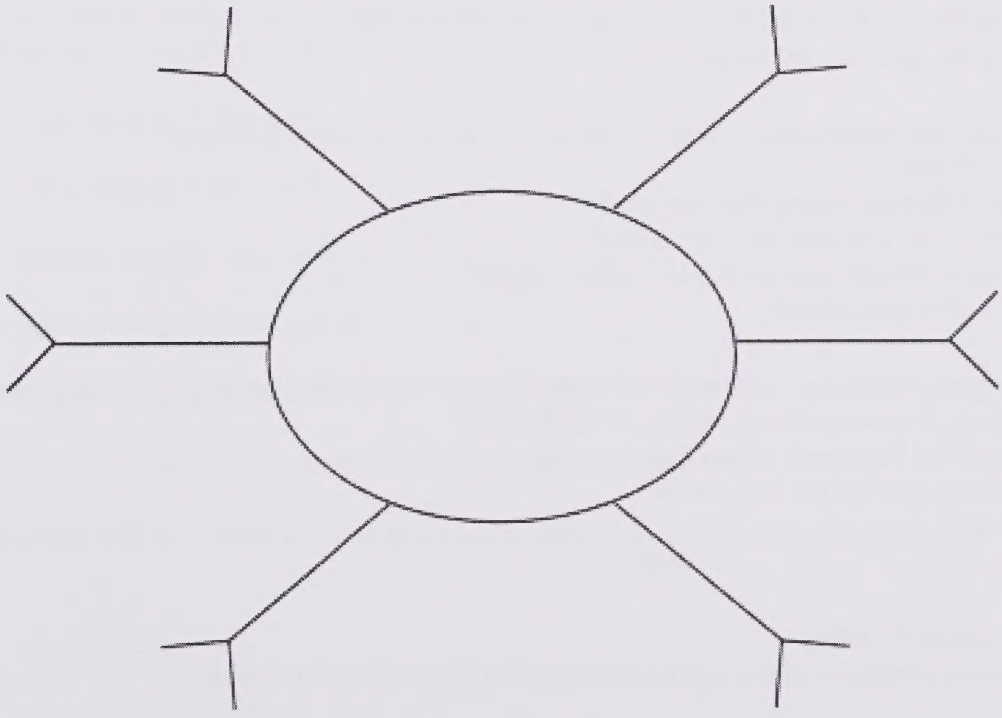

Appendix 1B

Sample Diagnostic Task

A New Morning

Devante opened his eyes slowly. Then he closed them quickly. Morning came so soon. He thought of other mornings when he woke up in another place. Those were hot, noisy mornings. He remembered the heat, the sound of dogs barking, and people passing by the house, each one saying, "Good Morning!" Mornings in Canada were different. They were cool and quiet.

"Devante! When are you getting up?"

It was his sister, Tenisha. She was never quiet.

Tenisha was only fifteen years old, one year older than Devante, but she liked being the boss.

Devante got up and walked towards the bathroom. There was Tenisha, talking on the phone. He looked at his watch. It was 7:30 in the morning. Why was she hurrying him?

"So what are you wearing?" Tenisha talked while she drank from a juice box.

Maybe she was talking to her new friend, Selina. She was always talking to Selina. His mother said that was Tenisha's full time job.

Suddenly Devante began thinking of what he was going to wear to school that first morning. Jeans, of course, and the new pair of running shoes. But what shirt?

Tenisha always picked out her clothes the night before. Devante never did.

"I have lots of time to change my mind by morning," he always said.

What Devante thought about most of the night was the new school, the new bus to take, the new friends he would have to make, new rules to learn.

Since he came to Canada a year ago, everything was always new.

"When will things stop being new" he wondered.

He went back to his room and pulled on one of his old T-shirts.

Right away the morning felt better.

A. Reading Comprehension – Write short answers to the following questions.

1. Who is Tenisha?
2. Where is Devante going that morning?
3. How long has Devante been in Canada?
4. Why does Devante choose an old T-shirt to wear?
5. What is this story about?

B. Reading and Relating – Complete the following sentences with your own words and ideas.

1. The story, A New Morning, makes me think of …
2. The name of the school I went to last year is …
3. Something new for me this year is …
4. A friend is …
5. Today I feel … because …

C. Independent Writing

Write as many sentences as you can on the topic, My First School in Canada.

Appendix 1C

Response to Poetry Worksheet

1. What is the title of the poem?
2. Who is the poet?
3. What is the poem about?
4. How does the poem make you feel?
5. Why did you choose this poem?
6. Copy down one new word you learned from the poem or a word you think your classmates should learn. Find the meaning of the word in the dictionary and write out the definition.

Appendix 1D

Poetry Writing Assignment

Choose TWO (2) of the following to do. Place completed work in your portfolio.

1. Write an acrostic poem using one of the following words: FRIEND, SCHOOL, CANADA, POEMS.
2. Use the following pattern to write a poem with sensory images. First, recall a memory of being somewhere, like a beach, a park, a family gathering, etc. Complete the pattern with your own poetic ideas. Remember to use lots of descriptive words.

   When I close my eyes, I still see ...

   When I take a breath, I still smell ...

   When I open my mouth, I still taste ...

   When I move my hands, I still touch ...

   When I listen closely, I still hear...
3. Write a rhyming poem that has four or more lines. Give your own title.
4. Write a poem with or without rhymes on a topic of your choice. Give your own title.

Appendix 1E

Sample Paragraphs

Paragraph I
My favourite season of the year is Fall. First of all, it is a mixture of warm Summer, cool Spring, and frosty Winter weather. Secondly, the changing colour of leaves creates a wonderful surprise in the outdoors. Best of all, our family has a great Thanksgiving Day feast in the Fall. For all these reasons, I love the Fall season.

Paragraph II
Jason's room looks as if a storm blew it together. As you enter, you cannot help noticing piles of clothes in every corner. The bed is unmade and covered with an assortment of pillows and cushions. Beside the bed is a small table littered with empty pop bottles, a half-eaten chocolate bar and scattered CD covers. Jason's big computer shares space on his desk with books, his rock collection, stacks of paper, and several framed photos of friends. To add to the sense of chaos, the colourful posters on his bedroom walls are starting to fall down. Jason insists that he is quite comfortable in his messy room.

Paragraph III
Did you know that the shoes you wear can affect your health? For example, poorly fitted shoes can cause such problems as backaches, sore muscles, fatigue, and poor posture. If shoes are too tight, over a period of time your feet may develop bunions, corns, and ingrown toenails. Another health problem associated with shoes has to do with the height of the heels. If the heels are too high, they cramp your toes by pushing the feet forward. Pointed shoes also crowd the toes. If the soles are too hard and high, then your feet will not have flexible movement. Finally, shoes that are made of synthetic materials rather than leather do not allow for natural foot moisture to escape. This causes your feet to remain hot and uncomfortable. Next time you try on a pair of shoes, think about your health, too.

Appendix 1F

Finding The Main Idea In A Paragraph

Read each of the following paragraphs carefully. Using your own words, write the main idea of each paragraph on the line below it. Write the main idea in a complete sentence.

I. A special song written for a country is called a national anthem. The name of Canada's national anthem is "O Canada." The first time "O Canada" was sung was June 24, 1880. That is a long time ago. Calixa Lavallee wrote the music. Both French and English words were written for the music. The song was very popular. Over the years, different musicians changed the English words. In 1908, Robert Stanley Weir wrote the English words we sing today. On July 1, 1980, "O Canada" became the official anthem for our country. The next time you stand to sing or listen to "O Canada," think about how old and special this song is.
Main idea in the paragraph:

II. Come to Ottawa, the capital city of Canada. You can visit the Parliament Buildings and watch the Prime Minister and other government leaders at work. You can have a picnic by the beautiful Ottawa River, which flows between the provinces of Ontario and Quebec. You can ride your bike around town on the super Capital Pathway or you can visit the many museums. No matter what you like to do, Ottawa is a great place to visit.
Main idea in the paragraph:

III. Romesh got up and looked out the window. What a surprise! Everything was white. The trees were white. The tops of the houses were white. The car in the driveway was white. Even the road was white. "So, this is snow," he said to himself. Romesh was so excited. He wanted to go outside right away, but everyone was sleeping. He quickly put on his shoes and his sweater and opened the door. The wind covered his face with white dust.
Main idea in the paragraph:

Appendix 1G

Paragraph Planner

1. Paragraph Topic:
2. Brainstorm your topic in the space below using a word web.
3. Fill in the following paragraph outline.

Topic Sentence:

Supporting Sentence #1:

Supporting Sentence #2:

Supporting Sentence #3:

Concluding Sentence:

Appendix 1H

Checklist for Paragraphs

	Paragraph has a clear topic sentence
	Paragraph has enough supporting sentences
	All supporting sentences are connected to the topic sentence
	Paragraph has a concluding sentence
	Paragraph is indented (if handwritten)
	All sentences begin with capitals and end with correct punctuation marks
	Paragraph is edited for spelling

Appendix 1I

Story Chart

Title of Story:		
Setting:	**Plot:** First… Then…	**Problem/Conflict:**
Characters:	Finally…	**Solution to problem/conflict:**

Appendix 1J

Short Story Quiz

Part A: Draw a line to match the word on the left with the correct meaning on the right.

Setting	the people in the story
Plot	the events that happen in the story
Conflict	where and when the story takes place
Characters	the person who is telling the story
Narrator	the problem in the story

Part B: Think about the stories studied in class. Write a hamburger paragraph telling which story you liked best and why.

Appendix 1K

Portfolio Checklist and Reflection Sheet

Part A – Checklist

My Portfolio contains the following:

	A table of contents listing all assignments included and their page numbers
	Acrostic name poem
	Poetry writing assignment
	Sample of a completed web
	Sample of a hamburger paragraph
	Story retelling with attached story chart
	A journal entry on my learning progress
	A portfolio checklist and reflection sheet

Part B – Self-Reflection on Portfolio

I think the best piece of writing in my portfolio is …

I have chosen this piece of writing to be published because …

One example of how my writing has improved is …

One thing I have learned from keeping this portfolio is …

Unit 2: Make Your Mark: Government in Canada

Time: 25 hours

Unit Description

Students learn about the main elements of the Canadian political system. Through research, role-plays, interviews, and oral presentations, students increase their understanding of the rights and responsibilities of the Canadian electorate. The literacy focus is on expanding reading and writing skills by locating and using information from print and non-print sources. Students create and maintain a political issues response journal and a vocabulary log throughout the unit. In the culminating activity, students participate in a mock election and the creation of a Government and Me scrapbook.

Activity 1: Who Does What? Levels of Government

Time: 300 minutes

Description

The expectations for this activity are clustered to develop citizenship awareness about the levels of government in Canada. Students read non-fiction texts, watch videos, and complete graphic organizers to increase their knowledge of basic facts about the levels of government in Canada. Students begin a vocabulary log of key government terminology. The culminating task is a quiz demonstrating knowledge of the basic facts about the levels of government in Canada.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
COR1.01L - contribute to discussions by sharing ideas and information and responding to the contributions of others.

Strand: Reading
CRE2.02L - use a variety of strategies to learn specialized terms in subject areas;
CRE3.02L - read efficiently for information.

Strand: Writing
CWRV.03L - use some sentence structures and conventions of standard Canadian English correctly in written work;
CWR3.01L - use conventional spelling for commonly used and personally significant words.

Strand: Social and Cultural Competence
CSCV.01L - demonstrate an understanding of the main elements of the Canadian political system;
CSC1.01L - demonstrate knowledge of basic facts about the levels of government in Canada.

Prior Knowledge & Skills

- Familiarity with cooperative learning exercises
- Familiarity with vocabulary logs
- Familiarity with response journals

Planning Notes

- Create a flow chart for the structure of the Canadian Federal Government to use in Strategy 5. Make an overhead of the chart to model completion. Reproduce one without text for students to complete.
- Make copies of Appendix 2A – Levels of Government Cards to use in a jigsaw task. Students use these cards to learn information on the assigned level of government in their expert groupings. They then regroup and share their information with the new group to complete cloze exercises.
- Create cloze exercises on Levels of Government by using Appendix 2A and deleting key vocabulary. Students then need to fill in the blanks with the vocabulary they have learned from the jigsaw exercise.
- Create a flow chart of the structure of provincial government to use in Strategy 6. This chart helps students understand the similarities and differences that exist between the structure of the federal and provincial governments.
- Create a flow chart for the structure of local governments for Strategy 6. Information on specific municipalities in Ontario can be found at http://www.intergov.gc.ca/mun/on-e.html.
- Have available photos of major politicians from all three levels of government.
- Make copies of a Key People in Our Government graphic organizer such as the following for use in Strategy 8.

Politician's Name	Job Title	Level of Government
Jean Chrétien	Prime Minister	Federal

- Create a quiz to test students' understanding of the levels of Canadian government as well as the structure of Canadian government (e.g., name level of government responsible for garbage collection).
- Be prepared to allow some time for review prior to the quiz.

Materials: copies of Appendix 2A, copies of graphic organizers, a TV/VCR; video on the structure of government, photos of politicians, copies of quiz.

Teaching/Learning Strategies

1. Explain to students that in this unit they will be involved in learning information about how government works in Canada and how government impacts on their lives. Inform students that a final unit test based on information from all the activities will take place.
2. Inform students that they will keep a vocabulary log throughout this unit. Remind students to continue the same format for their logs as in Unit 1. Words from Activity 1 should include: federal, provincial, municipal, Senate, MP, MPP, Councillor, Prime Minister, Premier, Mayor, Minister, Parliament, House of Commons, Legislature, City Council, Governor General, and Leader of the Opposition. Write these words on chart paper to post in class. Instruct students to copy them into their vocabulary logs.
3. Using a simplified text on Canadian government, introduce students to the idea that in Canada, there are three levels of government. Use the simple readings and accompanying vocabulary and comprehension exercises presented. Continue with reading in the chapter entitled "The Federal and Provincial Government." Continue the vocabulary building strategy of word families as students encounter new terms in these readings.
4. Use a jigsaw exercise for students to learn about the three levels of government. Students use Appendix 2A – Levels of Government Cards to complete the jigsaw exercise. First students learn about the levels of government in their expert groups. Then students move to the second groupings where they complete copies of the cloze exercises with information learned in the expert groups.

5. Using the flow chart on the structure of the Canadian Federal Government, explain to students how the structure of the Canadian government is organized. Distribute copies of the organizer with empty boxes for students to complete as you explain. Instruct students to keep it in their notebooks for future reference.
6. Distribute copies of a blank flow chart based on the structure of the provincial government. Allow students time to work in groups to complete their charts using the information gathered in the cloze exercise. To ensure accuracy, complete the chart on an overhead. As a homework assignment have students fill in a flow chart for the municipal level using the information in the cloze exercise and the website for their community. Check for accuracy.
7. If available show a video, either *Local and Provincial Governments–Working Together* or *Government in Canada*, to reinforce concepts learned about levels of government.
8. Show students photos of political leaders. Tell the level of government they work in and their job titles. Distribute and complete copies of the graphic organizer Key People in Our Government. Instruct students to keep this in their notebooks as a reference for use throughout this unit.
9. Allow students time to review the information learned in this activity prior to distributing the quiz.
10. Distribute a short quiz in which students demonstrate their knowledge of the levels and structure of the Canadian government.
11. Remind students that a final unit test based on information from all the activities will take place.

Assessment & Evaluation of Student Achievement

- Chart showing the structure of government is assessed for completion and accuracy. (Knowledge/Understanding: CSC1.01L)
- Quiz on Levels and Structure of Government is assessed for knowledge of key facts (Knowledge/Understanding, Thinking/Inquiry: CRE2.02L, CSC1.01L)

Accommodations

- Create a graphic organizer for the structure of the municipal government for students who are unable to create their own. Students then only need to fill boxes with the accurate information.
- Viewing and/or discussing a Question period from the House of Commons is a possible extension activity.
- Have texts available for students to use to consolidate knowledge.
- Create a graphic organizer for the structure of governments in which part of the information is supplied by the teacher and part is left blank for the students to complete.

Resources

Texts

Burley, Tony. *Government Matters*. Canada: Prentice Hall Ginn, 1998. ISBN 0-13-598533-1
This text contains information on how government works in Canada (pp. 35-59).

Coelho, E. and M. Wong. *My Country, Our History: Teacher's Resource Book*. Toronto: Pippin Publishing Limited, 1996. ISBN 0-88751-059-0
This text contains information on government in Canada (pp. 206-215).

Kaskens, Anne Marie. *A Beginning Look at Canada*. Toronto: Prentice Hall Allyn and Bacon, 1998.
Part 4, pp. 103-161 have information on government in Canada in simplified English.

Quinlan, D., M.J. Pickup, and T. Lahey. *Government: Participating in Canada*. Toronto: Oxford University Press, 1999. ISBN 0-19-541279-6
Chapters 1, 2, and 4 have information on general features of government, government's role in our everyday lives, and the division of powers between the federal and provincial levels of government.

Videos

Government in Canada. Classroom Video, Unit C, 9005 Centaurus Circle Burnaby, BC V3J 7N4 Tel. (604) 420-3066

This 24-minute video contains segments on different political ideologies, the history of Canadian government, the structure of parliament, elections, and issues affecting the government.

National Film Board of Canada. *Local and Provincial Governments–Working Together.*

One of the videos in a four-part kit on Government in Canada. It is 37 minutes in length and explains the structure of provincial and municipal governments and how a local issue is addressed. National Film Board of Canada, 1990.

Websites

http://canada.gc.ca/gowgoc/queen (contains information on and a photo of Her Majesty Queen Elizabeth II)

http://pm.gc.ca (contains information on and a photo of Prime Minister Jean Chrétien)

www.citytoronto.on.ca/council/structure.htm#3 (the structure of the municipal government in Toronto)

http://www.intergov.gc.ca/mun/on-e.html (links to Ontario's municipalities)

www.gg.ca (contains information on and a photo of the Governor-General of Canada, Adrienne Clarkson)

www.gov.on.ca (information on the structure of Ontario and municipal governments)

www.lt.gov.on.ca (contains a photo and information on the Lieutenant Governor Hilary M. Weston)

www.premier.gov.on.ca (contains information on and a photograph of Premier Mike Harris)

Activity 2: How Does Government Affect My Life?

Time: 240 minutes

Description

Students apply their knowledge of the levels of government by looking at how government impacts their daily lives. Students begin a Government and Me scrapbook summarizing and writing response journals of newspaper articles on political issues. They complete a 24-hour log of government services used and practise using the past tense. Students also develop skills in locating key information through an assignment based on using the Blue Pages.

Strand(s) & Learning Expectations

Strand: Reading

CRE3.02L - read efficiently for information;

CRE3.03L - scan texts for specific information.

Strand: Writing

CWR1.02L - use journals to record events, observations, and opinions;

CWR1.03L - write in a variety of forms;

CWR3.02L - use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time.

Strand: Social and Cultural Competence

CSC1.01L - demonstrate knowledge of basic facts about the levels of government in Canada;

CSC1.04L - participate in discussions about important local, national, and international current events and issues.

Prior Knowledge & Skills

- Familiarity with newspaper articles
- Familiarity with the WH6 format (See Planning Notes)

Planning Notes

- Create a bulletin board display to highlight news clippings on issues that demonstrate the levels of government. Divide it into three sections: Federal, Provincial, and Municipal. Include a map of the area beside the title. Schedule time for students to present a brief oral summary of their chosen article.
- Choose a short article on a political issue to read with students. You will be modeling how to write a summary of the newspaper article. A good method for writing a newspaper summary is following the WH6 questions: Who, What, Why, When, Where and How.
- Have available copies of newspapers for the students to use both in their response journals as well as on the bulletin board display.
- Students begin to create their Government and Me Scrapbook, which is collected for assessment at the start of the final activity. Choose an article and use the WH6 format to write a brief summary to use as a model. Using the same article write a brief response. This will also be used as a model for the scrapbook assignment.
- Have copies of phone books available for students to access the information about various government services found in the blue pages.
- Make copies of Appendix 2B – Government Blue Pages.
- Make copies of Appendix 2C – Government Responsibilities Matching Exercise.
- Make copies of Appendix 2D – Mr. Lang's Busy Day.
- Make copies of Appendix 2E – Government and Me Scrapbook Assignment.
- Make copies of Appendix 2F – Scrapbook Assignment Checklist.

Materials: newspapers, copies of a newspaper article, copies of Appendices 2B, 2C, 2D, 2E, and 2F.

Teaching/Learning Strategies

1. Ask students to think about an entire day in their lives, from waking up in the morning until going to sleep at night. As a class have students share parts of their day and try to determine what government organizations and services they might come in contact with at different points in an average day. Make a list of all the government services elicited during this discussion and post on chart paper.
2. Distribute copies of phone books. Review/teach the use of the Blue Pages to find information related to government services. Distribute copies of Appendix 2B – Government Blue Pages.
3. Distribute copies of Appendix 2C – Government Responsibilities Matching Exercise. Remind students that this sheet will help reinforce their knowledge about which level of government is responsible for providing specific services and programs. Tell them that this exercise will help them prepare both for the quiz at the end of this activity as well as the final unit test. Allow students time to complete the matching exercise working with a partner. Take up responses with the class to ensure accuracy.
4. Choose several vocabulary words from the previous tasks. Have students identify to which part of speech (noun, verb, adjective, adverb) each word belongs. On the board, draw a chart containing a column for each of these parts of speech. Show students how words can be manipulated to form different parts of speech depending on their suffixes. Students should keep a "parts of speech/word families chart" in their notebooks. Working with word derivations should be a regular feature of the vocabulary study in this unit. An example could be government, govern, governing, governor.
5. Review/teach the simple present and past tense. Distribute copies of Appendix 2D – Mr. Lang's Busy Day. Have students read the story and then complete the assignment.

6. Instruct students to write a response journal based on one of the topics from the following list. Write the following statements on the board for the students to use as starters for their response journals. I think it is good that the government is responsible for..., I think the provincial government should..., I think the federal government should..., etc.
7. Introduce students to the bulletin board display and explain that they are responsible for finding news articles and headlines for it. Explain that this is ongoing throughout the unit. Divide the class into groups and assign each group a government level and a week for posting articles, photos, and headlines. Inform students that they will be giving a brief oral summary of the articles they post.
8. Distribute copies of a news article on a current issue. Read the article aloud. Write the WH6 questions: Who, Where, When, Why, What, and How on the board. Model for the students how to write a brief summary of the article. Have students copy the summary into their notebooks as a reference for their future use. Brainstorm possible responses that could be written based on issues developed in the article.
9. Students write response journals based on political issues discussed in the unit. These journals are used to create a Government and Me scrapbook to be assessed in Activity 5. Hand out copies of Appendix 2E – Government and Me Scrapbook Assignment. Clarify expectations for the assignment.
10. Distribute copies of Appendix 2F for students to use while completing their scrapbook.

Assessment & Evaluation of Student Achievement

- Response journal on how government affects daily life in Canada is assessed for the ability to make links between key facts and personal daily life. (Thinking and Inquiry: CWR1.02L)
- Written paragraph in the past tense is assessed for accurate use of past tense verbs. (Communication: CWR3.02L)

Accommodations

Provide a selection of articles for the student to choose from for use on the bulletin board.

Resources

Coelho, E. and M. Wong. *My Country, Our History: Teacher's Resource Book*. Toronto: Pippin Publishing Limited, 1996. ISBN 0-88751-059-0

Quinlan, D., M.J. Pickup, and T. Lahey. *Government: Participating in Canada*. Toronto: Oxford University Press, 1999. ISBN 0-19-541279-6
Chapters 1, 2, and 4 have information on general features of government, government's role in our everyday lives, and the division of powers between the federal and provincial levels of government.

Local Phone Books and Newspapers

Activity 3: Who is Involved? Political Parties in Canada

Time: 240 minutes

Description

Through guided research from Internet sites, texts, newspapers, and pamphlets from political parties, students find information on the major political parties in Canada. Students develop note-taking skills and present their research findings to the class. In the culminating activity, students create a political party and a poster to promote it.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
CORV.03L - create and analyse a variety of simple media works;
COR1.02L - use non-verbal communication techniques appropriately in discussions and guided presentations;
COR3.03L - create new reports and brief dramatic presentations, using technology.

Strand: Reading
CREV.04L - locate and use information from print and non-print sources for guided research projects, with teacher guidance;
CRE3.03L - scan texts for specific information;
CRE4.01L - find information in a variety of classroom and library sources.

Strand: Writing
CWR1.03L - write in a variety of forms;
CWR2.04L - use simple graphics software to format and embellish pieces of writing;
CWR3.03L - vary sentence structure to create interest and emphasis, following models provided by the teacher.

Strand: Social and Cultural Competence
CSC1.03L - find and discuss information about the political parties in Canada;
CSC1.04L - participate in discussions about important local, national, and international current events and issues.

Prior Knowledge & Skills

- Familiarity with the use of symbols
- Familiarity with five sentence paragraphs
- Familiarity with research techniques

Planning Notes

- Collect samples of political party signs, logos, pamphlets, etc. from the main political parties.
- Have available a variety of posters representing the five main political parties in Canada to display around the room.
- Make copies of Appendix 2G – Political Party Research to distribute to students to guide them in their note taking. It will also help students organize their information for their group presentations.
- Make an overhead of a map of Canada. On this map, provide information on the political parties' results in the most recent federal election.
- Prepare strategies to introduce students to the importance of acknowledging the sources of information.
- Arrange for students to have time in the computer lab and/or Library/Resource Centre to complete research on political parties. Book marking appropriate websites may help find the information quickly.
- Create a graphic organizer for students to complete during the group presentations such as:

Political Party	Leader of the Party	Party's Slogan, Logo, and Colours

Materials: poster paper, samples of political slogans and logos, copies of Appendix 2G, copies of graphic organizers, newspapers, overhead of map of Canada.

Teaching/Learning Strategies

1. In this activity, words for the vocabulary log include: ideology, political platform, logos, slogans, candidate, society, economy, majority, minority, left-wing, right-wing, conservative, liberal, socialist, and separatist.
2. Explain that political parties are groups of people who hold similar beliefs on political issues and governance. Tell students that the members of a political party and their supporters work together to win elections for their candidate. Explain that some candidates run as independents because they do not wish to belong to any of the political parties. Brainstorm the names of the major political parties that exist in Canada. Ask students to name political parties that they are familiar with from other countries.
3. Use a map of Canada to show federal ridings and regions controlled by each party. Briefly explain the difference between a majority and a minority government. From the map have students tell you which party controls the federal government and if that party holds a majority or a minority government.
4. Distribute copies of Appendix 2G – Political Party Research for students to complete using the information they find in their research. Inform students that they will be using this information in oral presentations to the class and to design a poster to demonstrate their knowledge about the political party. Review your expectations for their presentations and posters.
5. Use the overhead to model how to complete the assignment. Use one of the main political parties to model the assignment. Demonstrate how they can find information on a party's leader, logos, etc. by using the party's website or printed material. Reinforce the importance of taking accurate notes.
6. Model how to complete the bibliographic information. Explain the importance of giving credit to the original source.
7. Divide the class into groups. Assign each group a particular political party: Alliance, Bloc Quebecois, Liberal, New Democratic Party, and Progressive Conservative.
8. Allow time in the computer lab for students to complete their research. Show students how to access the websites that contain the information they are looking for. Remind students to complete Appendix 2G carefully since their notes will be used during their presentations to the class and for designing a poster.
9. Distribute copies of a graphic organizer for students to complete during the presentations. Each group presents their information to the class. Remind students to keep the information in their notebooks since a final unit test based on information from all the activities will take place.
10. After the groups have presented their posters, have students independently write a hamburger paragraph explaining the details on the poster. Collect paragraphs for assessment.
11. Display examples of students' posters in the room.

Assessment & Evaluation of Student Achievement

- Group Oral Presentations are assessed for knowledge of political parties in Canada and using the appropriate style of language in a presentation. (Communication: COR1.02L, COR3.03L)
- Creation of a poster with facts about a political party is assessed for clarity of information and creative representation. (Knowledge/Understanding: CORV.03L, CSC1.03L)
- Paragraph explaining illustrations on the poster of a political party is assessed for knowledge of paragraph format and accuracy of details. (Communication: CREV.04L, CRE4.01L, CSC1.03L)

Accommodations

As an extension, show a portion of a political leaders' debate. Have students identify the main issues in the debate. Lead a class discussion on how the leaders presented their party platforms on each of the issues.

Resources

Texts

Granfield, Linda. *Canada Votes: How we elect our government*. Toronto: Kids Can Press Ltd., 1997. ISBN 1-55074-250-7 – This text has information on the history of political parties in Canada (pp. 20-24).

Quinlan, D., M.J. Pickup, and T. Lahey. *Government: Participating in Canada*. Toronto: Oxford University Press, 1999. ISBN 0-19-541279-6 – Chapter 5 deals with political parties, their platforms, the political spectrum, and the difficulties women often face as members of political parties.

Skeoch, A., P. Flaherty, and D.L. Moore. *Civics: Participating in a Democratic Society*. Toronto: McGraw-Hill Ryerson, 2000. ISBN 0-07-086389-X

Websites

www.blocquebecois.org
www.canadianalliance.ca
www.liberal.ca
www.pcparty.ca
www.ndp.ca
http://cbc4kids.ca/election/leaders.html
A site containing simple descriptions of the main party leaders, and the main political parties.

Activity 4: Who are they? Famous Canadian Politicians

Time: 180 minutes

Description

Students conduct a research assignment with teacher guidance using the Internet, CD-ROMs, and texts to learn about famous Canadian politicians. In preparation for writing short biographies, students review verb tenses and how to write linked paragraphs. In the culminating task, students write brief biographical sketches of famous Canadian politicians.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication
COR1.02L - use non-verbal communication techniques appropriately in discussions and guided presentations.

Strand: Reading
CRE3.03L - scan texts for specific information;
CRE4.01L - find information in a variety of classroom and library sources;
CRE4.02L - organize information for oral or written presentations.

Strand: Writing
CWR1.04L - take notes from texts, videos, and group presentations, with teacher guidance;
CWR3.02L - use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time.

Prior Knowledge & Skills

- Familiarity with biographies
- Familiarity with writing paragraphs

Planning Notes

- Create a visual display of pictures of famous Canadian politicians. Photos of current politicians can be found on party websites. Photos of other politicians can be found in encyclopedias and history texts.
- Prepare a web diagram to help students organize their brainstorming in Strategy 3. Sample webs can be found in Appendix 1A. The web would have the word politician inside the circle. On the spokes would be words like money, stamps, highways, libraries, schools, universities, etc. Each of these words could branch off into more specific words. An example could be universities with the names Ryerson and Laurier or bills with the names Laurier and MacDonald.
- If possible, have the library staff compile appropriate texts and bookmark Internet sites for students to use in their research.
- Create a list of famous Canadian politicians. Examples are listed below. Make copies of this sample list for students:

Sir Robert Borden	Kim Campbell	Therese Casgrain
Jean Chrétien	Joe Clark	Sheila Copps
William Davis	Leslie Frost	Mike Harris
William Lyon Mackenzie King	Sir Wilfrid Laurier	Flora MacDonald
Sir John A. Macdonald	Agnes MacPhail	Nellie McClung
Alexa McDonough	Brian Mulroney	Lester Pearson
Bob Rae	John Robarts	Jeanne Sauve
Pierre Elliott Trudeau		

- Choose a short biography of a famous Canadian politician to read to the class. Samples of easy-to-read biographies can be found in encyclopedias and websites. Create a cloze exercise based on the biography.
- Create ten review sentences for students to complete with the use of the simple past and simple present verb tense (e.g., Jean Chrétien is Canada's current Prime Minister; Sir Wilfrid Laurier was the Prime Minister during World War I).
- On chart paper have examples of how to cite bibliographical information found from a variety of sources. Post chart paper in class for students to refer to while they are completing their research.
- Book time in the Library/Resource Centre and/or computer lab for students to complete their research.
- Make copies of Appendix 2H – A Famous Canadian Politician.

Materials: chart paper, copies of Appendix 2H, pictures of Canadian politicians, word web diagrams, copies of a short biography of a Canadian politician, copies of the teacher-created cloze exercise

Teaching/Learning Strategies

1. Vocabulary words for this activity should include achievements, bibliography, and affiliation.
2. Have a display of famous Canadian politicians to view as students enter the class.
3. Draw a web on the board. Write the word politician in the centre. Brainstorm places students might find pictures or names of famous politicians (e.g., money, stamps, highways, schools, etc.). Write their responses on the spokes around the centre. You may need to provide examples for students.
4. Read a simple biography about a famous Canadian politician to the class. Distribute a cloze exercise to be completed by students based on the biography read in class.
5. Draw attention to the verb tenses used. Call attention to any irregular verbs.
6. Distribute review sentences for students to complete using appropriate verb tense. Check for accuracy.
7. Inform students that they will be researching a famous Canadian politician. Tell them that their research findings are to be presented to the class in an oral presentation. Show them an overhead of Appendix 2H – A Famous Canadian Politician and give an overview of the assignment expectations.

8. Distribute the list of famous Canadian politicians. Have students choose a person to research.
9. Show students samples of texts, CD-ROMs, and Internet sites where further information can be found. Review the importance of giving credit to the sources of information. Review how to cite resources in a bibliography.
10. Review the WH6 question format for understanding and giving information. Distribute copies of the graphic organizer, Appendix 2H – A Famous Canadian Politician, for students to use when researching. Inform students that their written paragraphs should contain the answers to the questions such as Who is the politician? When was s/he born? Where was s/he born? How long was s/he involved in politics? What positions in government did s/he hold? Why is s/he remembered? etc.
11. Allow students time in the Library/Resource Centre and/or computer lab to complete their research, fill in the graphic organizer, and organize their notes before writing their paragraph.
12. Collect students' written paragraph on a famous Canadian politician.

Assessment & Evaluation of Student Achievement

- Completion of Famous Canadian graphic organizer is assessed for organized note taking and research skills. (CRE4.01L, CRE4.02L, CWR1.04L)
- Written paragraph on a famous Canadian politician is assessed for knowledge of paragraph format and accuracy of details. (Knowledge/Understanding, Thinking/Inquiry)

Accommodations

- The teacher reads the biography with students.
- Help students highlight the text to aid in note taking.

Resources

Texts

Granfield, Linda. *Canada Votes: How We Elect Our Government*. Toronto: Kids Can Press Ltd., 1997. ISBN 1-55074-250-7

The chapter "Now You Have It, Now You Don't" contains brief biographies on Nellie McClung, Agnes Macphail, and Therese Casgrain.

Websites

http://cnet.uub.ca/achn/pme

This site gives bibliographic information on Canadian Prime Ministers in both point-form notes and paragraphs.

Activity 5: What's Your Issue? Having Your Opinion Heard

Time: 240 minutes

Description

Students explore issues that might concern the electorate and look at ways in which people make their voices heard by politicians. Through role plays and a radio phone-in simulation, students learn to use the appropriate style of language for a given situation. In the culminating task, students write letters of concern about a particular issue that affects them or their community.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication

COR2.02L - compare the styles of language used in various situations;

COR2.03L - use the appropriate style of language in a variety of role plays.

Strand: Reading
CRE3.01L - identify the main idea and supporting details in a piece of writing;
CRE4.01L - find information in a variety of classroom and library sources.

Strand: Writing
CWR1.03L - write in a variety of forms;
CWR3.01L - use conventional spelling for commonly used and personally significant words;
CWR3.02L - use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time;
CWR3.03L - vary sentence structure to create interest and emphasis, following models provided by the teacher;
CWR3.04L - use correct punctuation in simple sentences.

Strand: Social and Cultural Competence
CSC1.04L - participate in discussions about important local, national, and international current events and issues.

Prior Knowledge & Skills

- Familiarity with Canadian political parties
- Familiarity with a letter writing format
- Familiarity with radio phone-in programs

Planning Notes

- Be sensitive to the fact that students in your class may come from countries where freedom of speech is not a guaranteed constitutional right.
- Collect samples of letters to the editor on a variety of political issues to help students identify the main issue or idea in a piece of writing. Make overheads of the letters to read with the class.
- Collect examples from a variety of media sources on current political issues.
- Create an overhead of a business letter and business envelope to model the format for students.
- Arrange for students to listen to a radio phone-in show about current issues in society.

Materials: overhead of a business letter and envelope, a letter to the editor, radio.

Teaching/Learning Strategies

1. Vocabulary words for this activity could include petitions, rallies, democracy, protest, and lobby.
2. Brainstorm reasons why people would want to contact the government. Examples may include an increase in taxes, cuts to health care, or the closing of a local library.
3. Brainstorm ways people can get involved in government, such as: letter writing, petitions, peaceful demonstrations, rallies, and volunteering.
4. Read a letter to the editor to the class. On an overhead identify the issue of concern in the letter.
5. Discuss the major political issues of the previous day/week. Have students work in small groups. Each group is given samples of coverage from different sources such as different newspapers, magazines, or news websites. Students choose one issue that they feel is important to them or their community. Ask students to analyse their article using the WH6 questions. Write the questions on the board for students to refer to while they work in their groups. Students use the WH6 questions to organize their writing.
6. Offer students the choice of writing a letter to an editor of a local paper about their concerns or writing a letter to their local politician or the Prime Minister. Remind students that letters to the Prime Minister do not require any postage.

7. Model the correct format of a formal letter and envelope. The first paragraph states the concern. The second paragraph states what they hope to see done to address their concerns. The third paragraph states that they hope the matter will be dealt with promptly. Allow time for editing before collecting for assessment.
8. Discuss the key people involved in a radio or television phone-in show. Explain that the class will be creating their own radio shows. Highlight the responsibilities of the host as well as the expectations of what is acceptable language "on air." Listen to a broadcast of a phone-in show.
9. Brainstorm issues the class would like to discuss on a radio phone-in show.
10. Divide class into groups. Allow time for students to choose their issues and write their scripts in preparation for their radio phone-in simulations. Ensure that each issue has both sides represented.
11. Have students present their radio show simulations to the class.

Assessment & Evaluation of Student Achievement

- Letter of concern to the editor is assessed for ability to clearly present an issue of concern and for grammatical accuracy. (Thinking/Inquiry, Application: CWR1.03L, CWR3.03L)
- Radio phone-in simulation is assessed for ability to negotiate group roles and to participate in discussions about important issues. (Communication: COR2.03L, CSC1.04L, CSC2.01L)

Accommodations

- Provide a guided example of a letter to an editor.
- Allow students to tape their radio show to play to the class.
- Offer a script of a radio show for students to read.

Resources

Texts

Dawe, R., B. Duncan, and W. Mathieu. *Resource Lines 9/10.* Toronto: Prentice Hall Ginn, 1999. ISBN 0-7702-6648-7

This text contains information on how to write correspondences and has examples of letters to the editor and petitions (pp. 128-134).

Daily newspapers

Local radio stations

Activity 6: How Do I Vote? Electoral Process in Canada

Time: 420 minutes

Description

The expectations are clustered around the development of citizen awareness through the study of the Canadian electoral system. Students learn about the election process. The culminating tasks are the collection of the Government and Me scrapbook, a mock election of a class government, and a unit test.

Strand(s) & Learning Expectations

Strand: Oral and Visual Communication

COR1.01L - contribute to discussions by sharing ideas and information and responding to the contributions of others;

COR1.02L - use non-verbal communication techniques appropriately in discussions and guided presentations;

COR3.01L - identify important similarities and differences among different types of media;

COR3.03L - create news reports and brief dramatic presentations, using technology.

Strand: Reading
CREV.01L - read and respond to a variety of fiction and non-fiction materials, with teacher guidance;
CRE1.02L - express opinions and participate in discussions about fictional characters;
CRE4.02L - organize information for oral or written presentation.

Strand: Writing
CWR1.03L - write in a variety of forms;
CWR3.01L - use conventional spelling for commonly used and personally significant words;
CWR3.02L - use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time;
CWR3.04L - use correct punctuation in simple sentences.

Strand: Social and Cultural Competence
CSC1.01L - demonstrate knowledge of basic facts about the levels of government in Canada;
CSC1.02L - explain basic facts about the Canadian electoral system;
CSC1.03L - find and discuss information about the political parties in Canada.

Prior Knowledge & Skills

- Familiarity with making oral presentations
- Familiarity with persuasive language techniques

Planning Notes

- Obtain a copy of the picture book, *The Day GoGo Went to Vote.*
- Obtain a copy of Election's Canada's Teacher Resource kit entitled, *Canada at the Polls!*
- Review the process for running an election as explained in *Canada at the Polls!, section 2: The ABCs of Elections.*
- Prepare election result materials and ballots for use in the class election. These items can be found in the resource kit, *Canada at the Polls!*
- Create and make copies of a flow chart showing the steps in an election. Page 12 in Canada at the Polls! contains the steps in the election process.
- Arrange for students to view the CBC4kids website which contains an election word search.
- Create a unit test with questions covering information learned from all of the activities. Include a variety of question formats, such as multiple choice, fill-in-the-blank, short answer, and true and false.
- Be prepared to allow students some time to work on the completion of their scrapbook assignment.

Materials: copies of flow charts on elections, copies of handout "Elections in Canada", copies of ballots, copies of the unit test.

Teaching/Learning Strategies

1. Words in the vocabulary log could include: ballot, campaign, constituencies, debate, election, enumeration, poll, polling station, riding, and scrutineers
2. Remind students that this is the final activity in the unit and that they will hand in their Government and Me scrapbook and write a unit test which includes questions on information from every activity.
3. Collect Government and Me scrapbook assignment for assessment.
4. Read aloud a story such as *The Day GoGo Went to Vote*. Students write a personal response to the story.
5. Ask students why voting is important. Review who is eligible to vote in Canada.
6. Distribute copies of a flow chart to review/teach the steps taken in the organization of an election.

7. Inform students that they will be creating a mock election for a class government. They decide on how many students they will need to run the government. Schedule a date for the elections to be held. Inform them that two to three days of campaigning should be sufficient. Assign roles for election duties.
8. Show students examples of campaign advertisements. Highlight the persuasive language. Create a checklist with the students of what makes a good campaign advertisement. Inform students that the checklist will be used later in their evaluation.
9. Discuss with students what makes a speaker persuasive, e.g., use of repetition, slogans, voice quality, etc. Create with students a checklist for a good speech.
10. Explain to students the purpose and format of a town hall meeting. Highlight the roles of the facilitator and the audience members in asking the candidates questions. Review appropriate language for asking questions in a formal setting.
11. Inform students that they will either write a campaign speech or role-play a town hall meeting. Direct students to choose which style of speaking presentation they will perform for the class. Remind students that their issue should come across clearly.
12. Allow students time to work on their oral presentations.
13. Organize the class into small groups for students to rehearse presentations and receive peer feedback using the checklists.
14. Organize the class in a mock election. Teach the steps of calling an election. Organize the times for the presentations of the advertisements, speeches, and town hall meeting.
15. When all the presentations are completed set up the polling station.
16. Review/teach how to mark a ballot. Distribute ballots. Begin the voting process.
17. Count the results and announce the winners.
18. Prior to the unit test, distribute a teacher-developed handout about elections for the students to complete as a homework assignment. This helps reinforce some of the information learned.
19. Review the highlights from each activity of this unit to prepare for the unit test.
20. Students write a unit test.

Assessment & Evaluation of Student Achievement

- Personal response to the story is assessed for ability to read and respond to fiction and to express opinions about fictional characters. (Thinking/Inquiry: CREV.01L, CRE1.02L, CWR1.03L, CWR3.01L)
- Oral presentation of a campaign advertisement, debate, or town hall meeting is assessed for proficiency in oral communication. (Communication: COR1.02L, COR3.03L)
- Government and Me scrapbook is assessed for ability to report on personal reading and write short summaries. (Thinking/Inquiry, Communication: CRE4.02L, CWR1.03L, CWR3.01L, CWR3.02L, CWR3.04L)
- Unit test is assessed for knowledge of key facts about levels of government, political parties, and the electoral process. (Knowledge/Understanding: CSC1.01L, CSC1.02L, CSC1.03L)

Accommodations

- Students can work together to create their campaign speeches.
- Students choosing to ask questions in the town hall meeting may choose their questions from a selection of teacher pre-prepared questions.
- For enrichment, students can visit the CBC4kids and Elections Canada websites and participate in some fun and challenging activities based on elections.

Resources

Texts

Citizen and Immigration Canada. A Look at Canada. Ottawa, 1995. ISBN 0-662-21457-9
pp. 26-29 have information on how elections run in Canada.

Elections Canada. *Canada at the Polls!* 1999. ISBN0-662-27617-5
An election simulation kit designed for students Grade 5 and up.

Granfield, Linda. *Canada Votes: How We Elect Our Government.* Toronto: Kids Can Press Ltd., 1997. ISBN 1-55074-250-7
Contains information on who can vote, and election-day happenings.

Hux, A, J. Brandao, and M. Wong. *My Country, Our History.* Toronto: Pippin Publishing Ltd., 1995. ISBN 0-88751-047-7
pp. 218-220 contain information on how elections work in Canada.

Quinlan, D., M.J. Pickup, and T. Lahey. *Government: Participating in Canada.* Toronto: Oxford University Press, 1999. ISBN 0-19-541279-6
Chapter 6 contains information on the electoral process in Canada and how a campaign is conducted.

Sisulu, Elinor. *The Day Gogo Went to Vote.* Canada: Little, Brown & Company, 1996. ISBN 0-316-70267-6
The story of a young girl and her great-grandmother as they go to vote on the historic day when black South Africans are allowed to vote for the first time.

Websites

www.elections.ca (information on ordering the teacher resource kit, *Canada at the Polls!*)

http://cbc4kids.ca/election/wordsearch.html (election word search based on the Federal Election of 2000)

http://cbc.ca/election2000/quiz
A series of five quizzes consisting of ten multiple-choice questions. Each answer receives an immediate response with details about the correct facts.

http://www.elections.ca/youth/index.html
This site has an Elections Canada trivia game. It offers multiple-choice questions with research links to find the correct responses.

http://www.statcan.ca/english/Pgdb/State/govern.htm#313
Links to information on distribution of House of Commons seats and Federal general elections.

Appendix 2A

Levels of Government Cards

The Federal Government
The Federal government is the government for all of Canada. It is based on the model of government of England. The Queen is the head of Canada. She is represented by the Governor General of Canada because she lives in England and cannot be in Canada to perform all her duties. The Governor General of Canada performs the duties of the King or Queen at Canadian functions. The federal government in Canada is called Parliament. It is responsible for making Canadian laws. Parliament is made up of two parts, the House of Commons and the Senate. The people in the Senate are called Senators. The Prime Minister chooses or appoints Senators.
The Members of Parliament (MPs) are elected to the House of Commons. The people who live in a specific area called a home riding elect MPs. An MP's job is to serve the people who elect them by participating in daily sessions of Parliament.
The political party with the most Members of Parliament elected to the House of Commons forms the government. The leader of the party that forms the government becomes the Prime Minister. The Prime Minister chooses the Cabinet. The Cabinet Ministers help and advise the Prime Minister in specific areas. An example is the Cabinet Minister responsible for Immigration.
The federal government is responsible for things such as the armed forces, postal services, and immigration.
The political party with the second most Members of Parliament forms the Official Opposition.

The Provincial Government
In the provincial government, the Queen is represented by a Lieutenant Governor.
The provincial Legislative Assembly is the provincial equivalent to the federal House of Commons. The Legislative Assembly is responsible for making the provincial laws. The voters in an Ontario election vote for their Members of the Provincial Parliament* (MPPs). The political party with the most Members of the Legislative Assembly elected forms the provincial government. The leader of the party that forms the provincial government becomes the Premier of the province. The Premier chooses the Cabinet Ministers. It is their job to help and advise the Premier in specific areas. An example is the provincial Cabinet Minister responsible for Education.
The provincial government is responsible for things such as health care, natural resources, and education.
The political party with the second most Members of the Legislative Assembly forms the Opposition.
***Note:** The members of the Legislative Assembly have different titles in the different provinces in Canada. In Quebec, they are called Members of the National Assembly, in Newfoundland they are called Members of the House of Assembly, and in the rest of Canada they are called the Members of the Legislative Assembly.

The Municipal and Regional Governments
The municipal government is also called the local government. It is responsible for making local bylaws. People in cities and towns vote for their municipal government. The members of the municipal governments are called Councillors. The Mayor is the head of the municipal government.
The regional government is made up of representatives from municipalities, or wards, if a municipality is divided into wards.
This level of government is responsible for things such as urban and rural planning, transportation, community safety and health, garbage collection, water supply, and police.

Appendix 2B

Government Blue Pages

Use the information in the Blue Pages of the phone book to complete this worksheet.

1. What are the three symbols for the three levels of government in the phone book?
2. What is the phone number for information on the Government of Canada?
3. What is the website address for the Government of Canada?
4. What is the phone number for information on Ontario provincial services?
5. What is the website address for the Government of Ontario?
6. What is the phone number for information on your local government services?
7. What is the website address for your local government?
8. The programs and services provided by all three levels of government are combined and grouped under keyword headings in the Blue Pages. What are the letters used to represent each level of government?
9. The keyword headings are listed alphabetically. The following are examples of some government services. List these services in alphabetical order.

Training and Apprenticeship	Seniors	Drivers and Vehicles
Weather	Education	Swimming
Citizenship and Immigration	Welfare	Health
Housing	Libraries	

10. You may know what service or program you want but you may still have difficulty finding the correct telephone number. From the services and programs listed below, underline the word that you think is the keyword you would use to search the keyword headings. Use the Blue Pages to check if you are looking under the correct headings. Write the keyword heading used in the Blue Pages. Beside each write in the correct phone number for the service or program.

Government Service or Program	Keyword Heading in the Blue Pages	Phone #
Health Card		
Drivers and Vehicles License Issuing		
Employment and Training		
Assaulted Women's Helpline		
Hockey arenas		
Recycling depots		

Appendix 2C

Government Responsibilities Matching Exercise

A variety of government services and programs are listed below. Beside each write the level of government responsible for the service or program. Federal = F Provincial = P Municipal = M

a) Employment insurance
b) Licensing of drivers and motor vehicles
c) Providing city police services
d) Snow and garbage removal
e) Postal services
f) Royal Canadian Mounted Police
g) Providing health care
h) Collecting property taxes
i) Providing education
j) Controlling immigration
k) Public transit
l) Currency and coinage
m) Sales tax – PST
n) The census
o) Marriage and divorce

Appendix 2D

Mr. Lang's Busy Day

When Mr. Lang wakes up he listens to the national news and the local weather. He gets ready and drives to work on the highway. At lunchtime, he eats in the park beside his office. On his way home, he stops by the school to pick up his children. Then they all go to the library to borrow some books. When they get home, Mr. Lang checks the mail. There is a letter reminding him to renew his driver's licence. Mr. Lang has a busy day.

1. Identify one federal, one provincial, and one municipal government service that Mr. Lang uses throughout his day.
2. Underline all the verbs in the paragraph.
3. Rewrite the paragraph changing all the verbs to the past tense.

Appendix 2E

Government and Me Scrapbook Assignment

Over the course of this unit you will be learning a lot of information about the government in Canada. You will be learning facts about:

- the levels of government in Canada
- the main political parties in Canada
- famous Canadian politicians
- how elections work

You will also become aware of many current political issues.

Your scrapbook must contain the following:

- Copies of newspaper articles about current political issues facing each level of government. You will need one article for each level of government.
- A brief written summary of each article following the WH6 format.
- A response journal for each article. Your response journal should be written in paragraph form. Explain how you feel about the issue and why you chose this article to include in your scrapbook.

Appendix 2F

Tracking Sheet for Scrapbook Assignment

Use this checklist to help you organize your scrapbook and ensure that your assignment is completed to the best of your ability. Check off each assignment when it is completed and entered into your scrapbook.

I have chosen a newspaper article about a federal political issue.	Yes	No
I have completed a summary of this article using the WH6 format.	Yes	No
I have written a response journal explaining how I feel about this issue and why I chose to include it in my scrapbook.	Yes	No
I have chosen a newspaper article about a provincial political issue.	Yes	No
I have completed a summary of this article using the WH6 format.	Yes	No
I have written a response journal explaining how I feel about this issue and why I chose to include it in my scrapbook.	Yes	No
I have chosen a newspaper article about a local political issue.	Yes	No
I have completed a summary of this article using the WH6 format.	Yes	No
I have written a response journal explaining how I feel about this issue and why I chose to include it in my scrapbook.	Yes	No

Appendix 2G

Political Party Research

Your group will be presenting the findings of your research to the class in an oral presentation. Design a poster to demonstrate your knowledge about the political party.

My group's political party is … The leader of the party is …

Does the party have a slogan? If so, what is the party's slogan?

Does the party have a logo? If so, what does it look like?

What are the colours associated with the party?

Do you have a photo of the leader to show to the class? Yes _____ No _____

Bibliography

Websites used during research:

Texts used to supply information for presentation (Title, Author, pages used):

Appendix 2H

A Famous Canadian Politician

Name of Politician	Place and Date of Birth	Level of Government	Party Affiliation	Years in Government

Most Important Political Accomplishments

- _____
- _____

Bibliography (Titles, Authors, Pages Used; Websites; CD-ROMs)

- _____
- _____